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ABSTRACT

This volume, the second of two reports on development of teacher incentive structures, presents case studies of a career ladder design and teacher evaluation experiment in four Utah school districts. Case studies examined relationships among career ladder features, process variables, and career ladder effectiveness, which is defined in terms of teacher acceptance. The document contains six chapters--one on study background, four that describe the four case studies, and one on results and recommendations; appendices contain the study instruments and other supplementary materials. Case studies were conducted in districts with autonomy in plan design and implementation. Investigation involved content analysis, interviews with 160 teachers, and questionnaires administered to 204 respondents. Findings include the following: (1) a connection existed between teacher involvement and positive attitudes toward career ladders; (2) communication breakdown correlated negatively with teacher understanding and acceptance; (3) new role demands adversely affected acceptance; (4) administrator involvement related to smooth functioning; (5) teacher involvement developed acceptance; and (6) meeting teachers' needs brought positive reactions. Recommendations concern (1) teacher involvement in all planning phases; (2) development of planned inservice and communication efforts; (3) making the system compatible with career orientations; (4) meeting teachers' diverse needs; and (5) considering merits of decentralized approaches to career ladders. (CJH)

/FINAL REPORT: SECRETARY'S DISCRETIONARY PROGRAM IMPLEMENTATION GRANT TO DEVELOP TEACHER INCENTIVE STRUCTURES/

U.S. Department of Education Grant # G008410033

CAREER LADDERS AND TEACHER INCENTIVES:

THE UTAH EXPERIMENT

PART II: CASE STUDIES

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EXECUTIVE SUMMARY

Four district level case studies were conducted to investigate the relationship between career ladder structural features, process variables, and career ladder effectiveness. Career ladder effectiveness in this study was defined in terms of teacher acceptance and satisfaction.

The case studies were conducted in the state of Utah which has chosen a decentralized approach to career ladders. The districts were provided with maximal local autonomy in the design and implementation of their career ladder plan. These case studies, conducted in the first year of Utah's experiment, involved content analysis of plans, interviews with 160 teachers in schools, and the administration of questionnaires to 204 respondents.

Major findings included the following: 1) There was a strong positive connection between teacher involvement and positive attitudes toward career ladders. 2) Communication breakdown was a major problem and thus correlated negatively with teacher understanding and acceptance of the plans. 3) The complexity of the plans and new role demands placed on teachers were found to negatively correlate with teacher acceptance. 4) Administrator involvement was positively related to smooth functioning systems. 5) The absence of quotas and the opportunity for broad teacher involvement in the career ladder plans were positively linked to acceptance. 6) Flexibility of the plans in meeting the diverse

needs of all teachers was positively associated with positive teacher reactions.

Recommendations from the study included the following: 1) High teacher involvement in all phases of career ladder planning, implementation and evaluation; 2) Planned inservice efforts to help teachers become knowledgeable in the features and options available in the plan; The design of career ladder systems that are both simple and compatible with the basic career orientation of teachers, which is teaching; 4) Flexibility in meeting the diverse roles of the broad spectrum of teachers; and 5) A consideration of the merits of decentralized approaches to career ladder design and implementation.

*CAREER LADDERS IN UTAH:

FOUR CASE STUDIES

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CHAPTER ONE

Background to the Study

In 1983 the same educational reform fever which was simmering nationally also developed in Utah. A number of key leaders and groups in the state helped focus public and political attention on the need to improve the schools through attempts to improve the teaching profession (Kauchak, 1984). Utah, a strongly Republican state, had been interested in the related ideas of merit pay for teachers and teacher-incentive plans since the early 1950's (Schmidt, 1984). In 1953 the legislature passed House Bill Eleven which authorized funds for experimentation with compensation plans based on performance. Initially three districts were funded to experiment with merit pay plans; later two more were added. Each district was responsible for defining "good teaching," developing a system to measure it, and implementing that system to determine meritorious teachers.

Although funded until 1960, when the legislature failed to continue funding for it, the experimental merit pay project had several problems (Schmidt, 1984). The first was political: the legislature had not been kept well informed of the project's status. Probably a more fundamental problem was methodological: districts had neither the expertise nor resources to successfully differentiate between good and excellent teachers. High administrative costs were one symptom of this problem.

In 1984, the Utah legislature, fueled by a number of national and local reports again turned its attention to the idea of performance-based merit pay. In an analysis of the factors which contributed to the ultimate form of House Bill 110, researchers focused on forces both outside and within the state (Campbell et al, 1984).

Outside the state, probably the most influential force was the 1983 report of the National Committee on Excellence in Education entitled, A Nation at Risk. This report called attention to the low status of the teaching profession and problems involved in attracting and holding superior teachers. Among its many recommendations were that teachers' salaries should be increased, professionally competitive, and performance based.

Also instrumental in influencing the direction of career ladders in the state was a visit to the state by Governor Lamar Alexander from the state of Tennessee. This state had taken a leadership position in the creation of career ladders, and Alexander's visit to Utah helped channel reform fervor into concrete proposals for career ladders.

Proof of public interest in reform came from a public opinion poll published in August, 1983, in the Deseret News, one of the two largest newspapers in Utah. This poll indicated that 71 percent of the Utah citizenry either strongly favored or somewhat favored increasing taxes to improve the schools. This was in strong contrast to the 1970s when fiscally conservative voters turned down a number of school related tax referenda (Campbell et al, 1984). Newspaper editorials as well as commentaries on radio and television underscored the state's interest and committment to some form of reform.

Probably the document most influential in translating this sentiment into concrete suggestions for career ladders was the Utah Education Reform Steering Committee's November 1983 publication Education in Utah: A Call to Action. Included in this report were a number of educational reforms including increased funding for higher education, scholarships for teachers in public education, productivity studies and 41.4 million dollars for career ladders (Campbell et al, 1984).

The career ladder recommendations in this report called for a state-wide system with four levels, beginning with initial certification and progressing through the 4th level of teacher leader. Criteria for progression through each level included the following:

performance and evaluation of knowledge of subject matter,

student achievement,

classroom management techniques,

experience,

level of education, and

assumption of extra responsibilities

There were salary increases called for, ranging from $16,000 to $17,855 for beginning teachers to $25,000 to $34,900 for teacher leaders. In addition to additional responsibilities, the option of a lengthened school contract year was also introduced, making the top salary for level four $43,600. It is significant that the final bill, House Bill 110, contained provisions for a lengthened contract year and additional responsibilities, in addition to the idea of rewarding teachers for meritorious service.

Other agencies and people in the state influential in focusing public and legislative interest on career ladders included the Govenor's office, a coalition of school district superintendents, college deans of education and state office of education personnel, the state Society of Superintendents, the School Board Association, and the State Office of Education. The only major non-education group opposing the bill was the Utah Taxpayers Association, which fought the bill because of the possibility of higher taxes (Campbell et al, 1984).

Within the educational community, major opposition to the idea and ultimately to House Bill 110 came from the Utah Education Association (UEA). Their resistance centered around the following issues: 1) the linking of career ladders to merit pay, 2) the conceptual unclarity of the idea, 3) teacher resistance and 4) the lack of adequate evaluation techniques to place teachers on the ladder (Campbell et al, 1984). Though their resistance did not kill the bill, their pressure was instrumental in the insertion of a provision which would allow districts to allocate up to 50% of their career ladder funds for extended contract days for all teachers. The argument made by UEA in this regard was that all teachers in the state were deserving of increased compensation.

House Bill 110: The Utah Career Ladder Bill

The final document that emerged from the Utah legislature was a five page bill which in essence authorized $15,258,937 for district-based career ladder systems. The bill was to be administered by the State Office of Education and funded $866 per teacher in the state. (This was an average figure that ranged from $770 in one district to $912 in another.)

The authorization of the bill reads as follows:

> The legislature recognizes the importance of rewarding educators who strive to improve the quality of education, of providing incentives for educators employed by the public schools to continue to pursue excellence in education, of rewarding educators who demonstrate the achievement of excellence, and of properly compensating educators who assume additional educational responsibilities.
>
> In order to achieve these goals and to provide educators with increased opportunities for professional growth, school districts are authorized and encouraged to develop career ladder programs.

The key component of House Bill 110 was that the design, implementation, and evaluation of the career ladders was to be a district rather than a state function. The reasons for this were probably as much political as pragmatic. From a political perspective, the state has a long history of decentralized district autonomy. Pragmatically, the task of designing a statewide system which would accomodate all the diverse educational units in the state was immense (Utah's 40 school districts range in type from urban to rural and in size from one with 193 students and three schools to one with 62,129 students and 81 schools).

Other key components of the bill were that at least half of the career ladder funds were to be spent on career ladders (rather than extended teacher calendar days) and that the State Office of Education was responsible for the design and implementation of the career ladder standards.

Key standards developed by the State Office of Education included the following:

--Career ladder programs should be developed with cooperative action among teachers, parents, school administrators, and local school boards. Career ladeer plans will not be accepted by the State Board unless documented evidence of this joint effort is submitted with the plan by the requesting local agency.

--Each local agency shall develop a procedure to evaluate teachers for placement and advancement on the career ladders, which shall:

a. Be fair, consistent, and valid according to generally accepted principles,

b. Incorporate clearly stated job descriptions,

c. Be in writing,

d. Involve teachers in the development of the evaluation instrument,

e. Inform the teacher beforehand in writing about all aspects of the evaluation procedure,

f. Specify the frequency with which evaluations will be made of teachers with less than three years of teaching experience and other teachers, and,

g. Not preclude informal classroom observations.

--At least 50% of the career ladder funds shall be directed to advancement on career ladders, based on effective teaching performance, with student progress playing a significant role.

--Not more than 50% of each local agency's career ladder allocation shall be used for an extended contract year providing for additional paid non-teaching days beyond the regular school year for curriculum development, in-service training, preparation, parent-teacher conferences.

--Funds allocated for career ladders are intended for certified instructional teaching personnel--those who render direct and personal services to and interact with students. The local district at its discretion may include certified media personnel, guidance personnel, social workers, and psychologists in the program to the extent that their primary function is that of teaching. Excluded are instructional personnel such as interns, teacher aides, para-professionals, secretaries for teachers, and support personnel such as administrators, supervisors, attendance personnel, health services personnel, business officials, and non-certified media and guidance personnel.

Implementation

House Bill 110 was passed on January 20, 1984 on the last day of the legislative session. From there it went to the State Office of Education for implementation. Their guidelines required that districts requesting career ladders submit an operational plan by May 15, 19884. Under extenuating circumstances this deadline was extended but most districts submitted plans by the May 15 deadline.

A survey of superintendents during the planning process revealed considerable diversity with some common threads (Career Ladders Work Group, 1984). Most districts had formed a single committee to develop the plan, and these committees consisted (in order of numbers) of teachers, parents, administrators, and school board members. Most plans included provisions for additional teacher responsibilities and extended work calendars. The major problem areas encountered by the planning committees had to do with evaluating teacher performance and ways of integrating student progress into these evaluations (a vaguely worded element of the bill that has been interpreted by districts in a multitude of ways).

(Utah State Office of Education, 1984, 1-2)

The diversity of these plans can be seen in an initial analysis shown in Table 1.1.

Table 1.1

Utah Career Ladder Features

District	1	2	3	4	5	6	7	8
Alpine	x		x					
Beaver	x	x					x	
Box Elder	x	x				x		
Cache			x					
Carbon	x						x	
Dagget	x							
Davis	x			x		x	x	
Duchesne								x
Emery			x	x		x	x	
Garfield	x							
Grand	x						x	
Granite	x			x	x		x	
Iron								x
Jordan	x	x						

Table 1.1 cont.

District	1	2	3	4	5	6	7	8
Juab	x			x			x	
Kane	x							
Logan		x						
Millard	x			x		x		
Morgan		x				x	x	
Murray	x					x		
Nebo				x			x	
North Sanpete		x					x	
North Summit	x	x						
Ogden		x						
Park City		x	x		x		x	
Piute	x			x			x	
Provo				x	x		x	x
Rich	x	x				x	x	
Salt Lake			x	x				
San Juan	x						x	
Sevier	x							x
South Sanpete	x	x		x			x	
South Summit	x			x			x	
Tooele		x		x			x	
Uintah		x						x
Wasatch		x					x	
Washington				x			x	
Wayne		x						
Weber		x	x					

Table 1.1 cont.

District	1	2	3	4	5	6	7	8
Uintah Basin		x						x
Sevier Valley	x	x					x	
Davis	x	x	x			x		x
Bridgerland	x			x			x	
Ogden/Weber			x	x				
Blind/Deaf School	x	x					x	

Note. Column Meanings: 1.) Use of teacher/school/district/ agency individual plans or projects. 2.) Use of merit increments for high performance in the classroom without additional responsibility. 3.) Use of teacher initiated portfolio for evaluation/advancement. 4.) Use of restrictive quotas at top level(s). 5.) Use of additional funds outside H. B. 110. 6.) Use of additional education for ladder advancement. 7). Use of extended year beyond 4 days of assignment. 8.) Use of specific testing to measure student progress specified in the plan.

Given the diversity of career ladder plans in Utah, a unique "experiment" existed in terms of learning about workable career ladder and teacher incentive structures and functions. Because these plans were being implemented in the 1983-84 school year in a variety of districts ranging from large urban to small rural, the Utah experiment offered a valuable and unique opportunity to study incentive structures in functioning career ladder systems. The need to study these systems at their onset was considerable. A major goal of this research was to analyze career ladder systems in Utah, and to identify variables critical to success.

Method

The purpose of this study was to document development of different career ladders begun in Utah, and to draw ideas and problems from them which might contribute understanding to the development of teacher career ladder sytems.

Research was conducted in four phases:

I. Phase One: Analysis of Plans

A content analysis (Krippendorff, 1980) of plans submitted to the Utah State Office of Education was used to identify key elements in career ladder plans. In addition, site visits and and exploratory interviews were used to identify four representative districts for case studies. Selection criteria used included the following:

- incentive features,
- number and kinds of career ladder steps,
- use of peers and parents,
- teacher evaluation techniques,
- nature of additional teacher assignments,
- ranges of involvement in plan formulation,
- remuneration approaches, and
- participant satisfaction

II. Phase Two: Case Studies

Multi-phase case studies were used to investigate the implementation of the critical variables in target districts. Data were collected from different sources and different levels in the district to enable analysis described as "triangulation" by Denzen (1978).

Structured descriptive data were collected in the target districts. Procedures included non-participant observation, interviews, questionnaires, and review of other locally available information such as early drafts and support documents. Analysis packets (Rist, 1980) provided the coordination of data gathering across sites.

The first set of district interviews targeted the central office, including the superintendent, if available, district administrators, local teachers' organization officers and staff, representative parents, and community representatives. One interview focus was the political and organizational contexts which influenced formation of the particular career ladder system. Another focus was the actual functioning of the system from the district level.

The second set of district interviews provided a closer look at several schools within each district. At the study schools, information was gathered from the principal, teachers' organization representatives, and teachers at various grade levels or subject areas. Particular individuals interviewed included successful and unsuccessful career ladder applicants, and non-applicants.

The teacher interview sample for the target districts is shown in Table 1.2.

Table 1.2

District Sampling Procedures

District	Size	Number Schools/Teachers	Features of Plan
Snow	Small	1 Elementary (9)	Multiple Lines of
		1 Middle School (10)	Evidence in a
		1 High School (7)	Dossier System
		Total 60 Teachers (26)*	
Rural	Small	1 Elementary (8)	Job Enlargement
		1 Middle School (7)	with Some Aspects
		1 High School (8)	of Merit
		Total 75 Teachers (23)*	
Suburban	Large	District:	Decentralized
		65 schools	Plans with Local
			Autonomy
		Pilot Schools:	
		1 Elementary (14)	
		1 Middle School (14)	
		1 High School (12)	
		Total 2,700 Teachers (40)*	

Table 1.2 cont.

District	Size	Number Schools/Teachers	Features of Plan
Urban	Intermediate	16 Elementary (26) 5 Middle Schools (17) 3 High Schools (28)	Merit Focus with Self-Nomination and Administrator Ratings
		Total 550 Teachers (71)*	

Note. * Number of teachers interviewed.

In addition, questionnaires were distributed in all districts except Urban. A copy of these questionnaires may be found in the appendices of this report.

III. Phase Three: District Level Analysis

In this phase of the research, the development and implementation procedures and problems in each target district were described. Data gathered through the district level case studies were analyzed and the structure and functioning of each district's career ladder plan was described.

IV. Phase Four: Cross-Site Analyses

Cross-site analyses focusing on similarities and differences among and between districts were conducted in this phase of the research. Emphasis here was placed on the identification of critical variables across and within sites that appeared to be related to successful career ladder functioning.

CHAPTER TWO

SNOW DISTRICT CAREER LADDER DEVELOPMENT CASE STUDY

General Description

Snow District is a small district in a rural setting encompassing 90 square miles. It is located 30 miles from Salt Lake City, Utah. Its three schools (a kindergarten-4th grade elementary, a 5th-8th grade middle school, and a 9th-12th grade high school) serve approximately 1,200 students. There are 61 full time teachers employed in the district and a limited administrative staff of one superintendent and three principals. The teaching staff is young, with the median age well below the Utah median age of 39. This is due primarily to recent growth in the district that resulted in the hiring of new (and young) teachers. Morale is good, and there is a general feeling not only within the teaching staff itself but also within the community at large that the teachers are both competent and above average. This positive perception of teachers stimulated the district to establish a career ladder plan that would reward the existing exemplary service of its teachers rather than assigning extra work duties to indicate excellence.

Although rural by location, Snow District is rapidly growing, has a high proportion of professionals, and is one of the wealthiest districts in the State. The impact of skiing and tourism is considerable. The community is extremely supportive of its schools and teachers. For example, Snow District recently voted and passed a mill levy increase enabling them to raise teachers' salaries by 16%. The community has also demonstrated support by actively participating at board meetings and by volunteering technical assistance and resources for enrichment opportunities.

In general, teachers' salaries are higher than elsewhere in the State. This is due to the previously mentioned mill levy increase. The presence of these extra funds provided a climate in the district that fostered a spirit of experimentation in planning for career ladders. Rather than their being viewed as minimal allocation to be distributed equally, the career ladder funds were viewed as a resouce for potential change. With its large revenue base, Snow District has been able to use its career ladder money primarily for funding teacher promotion and for additional service responsibilities rather than for additional contract days. In this sense, the career ladder funds were considered to be above and beyond cost of living increases. This perception led to increased teacher flexibility in considering career ladder options during the planning process.

The small size of the district was both a hindrance and an advantage in the designing and implementation of their Career Ladder Plan. The small numbers of administrative staff and teachers necessitated that most work be accomplished by few people, and new duties and responsibilities strained the existing workforce. However, the district's small size also resulted in fewer bureaucratic processes and increased cohesion. There seemed to be a very cooperative and nurturing attitude among teachers. Communication attempts and sharing efforts were frequent within schools, and this small size facilitated these communication efforts during the career ladder planning process. As drafts were formulated in the planning committee, key elements were shared in the schools, and reactions returned to the committee. This sharing not only helped shape the ultimate form of the plan but also served to keep teachers informed of committee decisions.

The Career Ladder Plan

History

The Snow District began early in February 1984 to formulate its Career Ladder Plan. In the planning phase the superintendent was integral to the process, acting as a non-directive leader who maintained momentum and helped with dates and drafts. The superintendent began this process by the formation of a career ladder planning committee. Desiring a wide-based committee representative of the school community, he invited all interested parties to participate on the committee. Letters were sent to school board members encouraging them to participate, and five joined the committee. Parents who had been active in the parent-school councils were invited to participate, and six parents volunteered. All three principals were included on the committee, and in turn they appointed two teachers from their respective schools. The Teacher's Association also chose four additional teacher representatives for the committee. Two students were encouraged to participate, but their involvement was limited. The final committee was comprised of 27 people including five board menbers, one superintendent, three principals, ten teachers, six parents, and two students.

Although the planning committee was large, it was the superintendent's intent to have as much input as possible. Teachers comprised the largest committee component for two reasons. First, the Career Ladder Plan would have its strongest effect on teachers; therefore, teachers should have a high degree of input. Second, teacher involvement would promote the plan's legitimacy and acceptance.

Prevailing Philosophy

Despite some initial negative attitudes toward career ladders, the committee took the positive stance of trying to design the best possible plan for the district. The committee thoroughly investigated all options and deliberately delayed their implementation to allow as much time as possible for further development of ideas.

The development of the plan was affected by the prevalent belief that Snow District had an exemplary teaching staff. It was expected that a majority of teachers would reach the top rung of any career ladder system. The committee thought that a quota system limiting access to the top rungs would not only negatively impact the existing atmosphere of cooperation among teachers but would also be unfair. It was further decided that all outstanding teachers should be recognized and promoted based strictly on their teaching performance rather than their willingness to accept extra responsibilities. However, the plan did leave room for teachers to be compensated for additional service assignments.

The committee stated that the district's Career Ladder Plan should:

1. recognize and reward excellence in teaching,
2. attract and retain the best teaching talent,
3. provide opportunities for teacher advancement and promotion,
4. compensate teachers for additional assignments, and
5. make teacher salaries more competitive with other professionals.

Group Processes, Leadership, and Decision Making

Despite its large size the committee operated in an informal style with a consensus approach to decision-making. The eventually adopted plan evolved from the group with equal opportunity for input from everyone. No one person controlled the group or provided all the leadership. The superintendent did act as an informal leader, scheduling and organizing meetings, contacting participants, and writing up drafts and notes of the proceedings. He often started the group and kept participants on task, but he did not dominate the process. He was flexible, listened to others' ideas, and allowed teachers to shape the plan.

The committee initially divided itself into several small working groups. Each group presented a sample plan to the whole committee for discussion. Plans were consolidated and reworked until an overall first draft emerged. Between meetings committee members reported back to the interest groups they represented. At the next meeting the draft was discussed, revised, and improved. The actual plan to emerge was the committee's eighth draft. Discussion was vigorous during all meetings as teachers became the strongest faction in the planning sessions and were the most visible and vocal at some of the later meetings. However, all decisions were made by consensus. Parents were generally supportive of the teachers' position. Parents were not as vocal as others, but they did serve in a "watch dog" capacity. It was generally felt that the presence of parents helped to keep everyone on task and to encourage professional behavior.

The administrators in the group took more of a hands-off facilitative role. The general perception was that the plan was to be a teacher-led plan with major input from that source.

The committee size dwindled as the months progressed, but all members received summaries of preceding meetings so they could have input if they desired. In general the group met weekly for several months with sessions averaging two hours.

Resources

The planning committee utilized many resources in the formation of its own plan. Foremost among these was a class on teacher evaluation taught by a professor from the University of Utah. This class provided information on methods of teacher evaluation and the experiences of career ladder programs nationally. In addition to the training, the class also created a common information base helping to bridge the gap between administrators and teachers. (The evaluation class was funded by a planning and development grant from the United States Office of Education.)

A second resource was information provided by career ladder drafts from other districts statewide. Projects from other states were obtained and studied, including the Tennessee plan. Information was supplied by the Professional Society of Superintendents, the Utah Instructional Leadership Academy, and the director of Eastern Uniserve (a UEA organization). Several committee members were also able to provide insights into private business evaluation practices.

Structural Features Of The Plan

Approximately $50,000 was allocated to fund the district's Career Ladder plan. Structurally, the plan featured three main components (see Appendix 2-1). First, one additional contract day was financed with $8,000 of the district's Career Ladder money. This additional time was to be used for evening parent-teacher conferences. With the added day, the school year was extended to 185 days. This additional contract day was in addition to nine extra days funded by the increased mill levy. A second component of the plan focused on promotion of those teachers whose performance was exemplary. Funding for this component was set at $22,000. The third part of the plan involved additional service assignments such as participation on various committees, teacher proposals, etc. A total of $20,000 was available for these assigments.

Promotion Component

This part of the plan featured three levels: certified teacher, associate teacher, and senior teacher. Certified teachers were identified as teachers who chose not to be evaluated through the plan. Associate teachers were identified as those faculty members who were eligible to apply and did so successfully. In order to be eligible to apply for a promotion to associate teacher, a candidate must have had one full year of teaching experience in the district with no less than three years total teaching experience. The third level, senior teacher, was attainable by those teachers who underwent a more stringent evaluative process. To be successful at this level, the teacher must have had three formal reviews where ratings of "contributing, well functioning" had been achieved. Additionally, the teacher must have been given at least two "exemplary" ratings to qualify. However, because of time lines involved with the 1984-85 Career Ladder plan, the only level given consideration was that of promotion to associate teacher.

The Teacher Dossier

A dossier prepared by those teachers expressing an interest in promotion was the primary vehicle used in the evaluation process. From the outset, the planning committee stressed that it would be the teacher's responsibility to prepare the dossier. However, the district did provide support services to those teachers who wanted help in preparing their dossiers. The Teacher Oversight Committee (an additional service assignment committee funded by Career Ladder money) served this role. The responsibility of this committee was to provide consultation regarding questions teachers had with the dossier system as well as support and encouragement when needed.

Teachers were instructed to present their abilities in the best possible light using only credible and reliable lines of evidence. Among these lines of evidence were: principal evaluations, parent and student evaluation surveys, student achievement, attainment of teacher-set performance goals, peer reviews of educational materials, evidence of leadership, district service, and personal educational advances. The decision to include any line of evidence was dependent upon the teacher's personal judgement; none were specifically required.

Promotion of Teachers

When a teacher was ready to be reviewed for promotion, they voluntarily applied to the Promotion Review Board. This panel, funded by Career Ladder money at the rate of $1,000 for each teacher participant, consisted of two administrators, four teachers, and two community representatives. The group of four teachers was composed of one teacher from each of the three schools plus another teacher from an applicant's particular building. The district decided that teachers would be allowed to present applications for serious review no more frequently than once every two years. Once a teacher was promoted, the appointment was considered permanent. However, in order to maintain that status, the teacher would have to be reviewed at least once every five years after the appointment. In the first year of implementation 43 teachers applied for promotion and 40 were promoted.

Additional Service Responsibilities

Additional service assignments were distinguished from the promotion levels by their temporary nature and by the extra responsibilities that were entailed. Generally, assignments lasted for one year or less. For the 1984-85 school year, the additional responsibilities teachers could undertake included service as a curriculum writer, curriculum committee chairperson, test developer, departmental chair or grade level leader. Teachers also qualified for additional service assignments by developing their own proposals for projects. For 1984-85 priority was given to the development of a district curriculum scope and sequence guide plus a criterion-referenced testing program. Another priority was to increase the level of coordination and cooperation between the computer science, language arts, math, science, and social studies departments.

Two other additional service assignments were available. These involved service on one of two committees involved in the implementation of the district's Career Ladder program. These committees were the Promotion Review Board (mentioned earlier in the Teacher Dossier section of this report) and the Teacher Oversight Committee (also mentioned earlier in the Promotion of Teachers section of this report). The responsibility of the Promotion Review Board was to oversee all activities associated with promotion including the evaluation of dossiers. Three openings on this committee were filled by teachers with the other four being filled by two administrators and two community representatives. The responsibility of the Teacher Oversight Committee, as previously mentioned, was to advise teachers on the preparation of their dossiers, to act as advocates for careful, accurate evaluations, and to assist any teachers who wished to appeal any aspect of their evaluation. This committee was composed of a minimum of one teacher from each school.

Teacher Perceptions of The System

Teachers in the elementary, middle, and high school were given the opportunity to respond to a series of questions designed to assess their perceptions concerning how the career ladder program was working in the district. The interview questions may be found in Appendix 2-2. A representative sample of 26 teachers was used. Of the 26, nine were from the elementary school, ten were from the middle school, and seven were from the high school.

Teachers in each school were asked how long they had been teaching as well as how many years they had been teaching in Snow District. The results are shown in Table 2.1.

Table 2.1

Years of Teaching Experience for Faculty

	ELEM		MIDDLE		HS	
	Mean	Median	Mean	Median	Mean	Median
Total Years	10.7	12.0	8.4	6.5	14.0	12.0
Yrs. In Snow	7.0	8.0	4.5	4.5	5.1	3.0

Note. All Teachers (Means only) Total Years: 10.7 Years in District: 5.5

Teacher Knowledge of the System

Teachers were asked how informed they were about the district's Career Ladder program. Results are shown in Table 2.2.

Table 2.2

Knowledge of the Career Ladder Program

	ELEM	MIDDLE	HS	TOTALS
Well-Informed	6	10	4	20
Somewhat	3	0	2	5
Not At All	0	0	0	0

These results indicate that most of the teachers interviewed thought they were well-informed concerning the Career Ladder plan.

Sources of Information For Faculty Members

Teachers were asked if they had partcipated in the 30-hour inservice conducted by a professor from the University of Utah's Department of Educational Studies. Of the 26 teachers interviewed 13 attended the inservice meetings, 11 did not attend, and two started but dropped out. Of the teachers interviewed, participation was highest among middle school teachers where eight of the ten attended. Attendance was lowest among high school teachers where only one out of the seven teachers interviewed attended the meetings.

The teachers interviewed were asked where they received information concerning the Career Ladder program. Most teachers obtained information through several sources. 13 teachers received information through discussion with peers, ten received information through informal meetings with the professor mentioned above, and nine indicated that they learned about the program through a class offered by the University of Utah. These were the most common responses. Other sources mentioned were: through handouts in the mailbox (7), district-wide meetings (5), from participation on committees (5), personal research (3), from the state's career ladder guidelines (2), rumors (2), and Career Ladder plans from other districts (1).

Teachers were asked to assess how effective the on-going dissemination of information was in the district. Table 2.3 summarizes teachers' opinions.

Table 2.3

Effectiveness of the Dissemination of Information

	ELEM	MIDDLE	HS	TOTAL
Very Effective	3	1	1	5
Adequate/Fair	3	5	3	11
Poor	3	2	2	7
No Opinion	0	2	1	3

Most teachers interviewed thought the dissemination process was fair to poor. Note that even though eight middle school teachers attended the initial in-service meeting, only one teacher (who may or may not have attended the in-service) thought the dissemination process was effective. Comments ranged from:

> I didn't receive as much information as I needed. It turned into a very long year because we didn't know what was expected of us. The only reason I know enough now is from getting it all together and going through the process. There was very little guidance.

To this:

> It was very effective, we had Career Ladder meetings approximately every two weeks. We knew exactly what was going on.

A teacher made this comment regarding participation by the University of Utah:

> Fair. I had some problems of not receiving information in time on how to develop specific kinds of evidence and certain deadlines.

Another teacher said this:

> I feel it's been effective. Dr. X has been a big help to get us on our feet. We've made some blunders, part of those being rules changing in mid-stream, but the info was disclosed.

Overall, there were many questions which needed to be dealt with. The number of faculty members and the diverse needs which they presented served to complicate the task. The results indicated that teachers in the district thought that a better job could have been done in satisfying their informational needs in these areas.

Extended Contract Days

During the next portion of the interview teachers were asked to discuss their thoughts concerning the extended contract day portion of the district's Career Ladder plan. Specifically, they were asked to comment on the number (how many extended days should be in the contract) and the placement (when during the school year should they occur) of the days.

Teacher response was so varied that no clear themes emerged. It is possible to say that a great deal of confusion exists as to what the district's policy was. As a result, teachers had a difficult time formulating specific opinions regarding these issues.

The most prevalent response (five out of 28 answers) to the question was that the concept of extended days is a good one. The response of teachers in this district was much the same as teachers in other districts. Most were positive toward being paid for work which had previously been done for no pay. The second most prevalent response (four out of 28 answers) concerned the use of extended days. These teachers were concerned that the days would be used for inservice meetings as opposed to being used as the teachers saw fit.

Teachers were asked to comment on how the extended days portion of the Career Ladder plan might be improved. Teachers found it easier to offer general suggestions rather than comment on the specifics of the plan. Eight teachers thought that the plan might be improved by making sure that the use of the days would be determined by the teachers and not administrators or other district personnel. Six teachers suggested that the days be used for teacher and classroom preparation prior to the start of the school year. Four teachers thought that the extended days portion of the district's career ladder plan would be best improved through increased communication regarding the nature and function of the days. Three teachers thought that teachers should have more input in developing future guidelines concerning how the days were to be used. Two teachers thought that the inclusion of inservice activities during extended days would be an improvement. Another suggestion offered by two teachers was to use a day at the end of each term for report card preparation and planning.

Additional Service Assignments

Teachers were asked if they had participated on any of the additional service assignment committees. The responses are summarized in Table 2.4.

Table 2.4

Teacher Participation in Additional Service Assignments

	ELEM	MIDDLE	HS	TOTAL
Extra Duties	3	7	4	14
No Extra Duties	5	3	3	11
Application Rejected	1	0	1	2

Teachers who indicated that they had not served on a committee were asked if they would have wanted to be on one. Results are shown in Table 2.5.

Table 2.5

Attitudes of Non-Participating Teachers on Committees

	ELEM	MIDDLE	HS	TOTAL
Desired to Participate	3	1	1	5
No Desire to Particpate	3	0	2	5
Unsure	0	2	0	2

Those who wanted to participate thought that they had valuable input to lend to a committee. Those who had no desire to participate thought that committees usually are ineffective and/or they did not want to get involved in any political situations.

Teachers were then asked if their committee experiences were positive. The results are shown in Table 2.6.

Table 2.6

Attitudes toward Committee Experiences

	ELEM	MIDDLE	HS	TOTAL
Positive	2	4	1	7
Negative	0	0	2	2
Undecided	1	2	1	4
Stressful	0	1	0	1

These results indicate that most teachers who participated on additional service assignment committees had positive experiences. One teacher commented on the Promotion Review Board:

> It was excellent. I got to see how teachers function and got to see what was happening. I'm sorry they all [all teachers] didn't get a chance to be on that committee.

Teachers who did not have good experiences thought that either the guidelines for what the committee was supposed to accomplish were too loose or that the work of the committee was unnecessary. A teacher serving on the Science and Curriculum Revision committee had this to say:

> It's been miserable. We have no idea what we're supposed to do.

Teachers who served on a district committee were asked to comment on how effectively the group functioned. Their answers are summarized in Table 2.7.

Table 2.7

Effectiveness of the District Committee Performance

	ELEM	MIDDLE	HS	TOTAL
Functioned Well	3	5	2	10
Functioned Poorly	0	0	2	2
Unsure	0	1	0	1

The results indicate that most teachers who were interviewed thought that the committees on which they served functioned effectively.

Clarity and Fairness of the Committee Selection Process

Teachers were asked whether they thought the selection process used for determining committee assignments was clear and/or fair. Results are shown in Table 2.8.

Table 2.8

Fairness of the Committee Selection Process

	ELEM	MIDDLE	HS	TOTAL
Clear and Fair	2	9	4	15
Not Clear and Fair	6	0	2	8
Unsure	1	1	1	3

Most teachers thought that the selection process was clear and/or fair. However, note that the elementary school was an exception. Only two of nine teachers interviewed thought the selection process was clear and/or fair. One elementary teacher had this to say about the process:

> No definitely not. It appeared that there was a lot of district favoritism of people who ended up on the committees. People who did apply who did not get to be on some were never told why or they were used in other capacities. A lot of people were bitter about that.

The Promotion Component

Teachers were asked if they chose to apply for the promotion step of the district's Career Ladder program. The answers to this queston are summarized in Table 2.9.

Table 2.9

Number of Teachers who Chose to Apply for Promotion

	ELEM	MIDDLE	HS	TOTAL
Yes	9	10	5	24
No	0	0	2	2

Results from this question indicate that the great majority of teachers interviewed opted for promotion. It is noteworthy however, that fewer teachers from the high school chose to apply.

When asked to give reasons why they opted for promotion, teachers gave a variety of responses. The most common response focused on money. Twelve teachers said that this was their primary reason for applying. One teacher said it this way:

> Honestly, it was the cash involved. As a teacher I can't throw away the opportunity to make more money...

Twelve teachers responded that fear and/or peer pressure was a motivating factor. These teachers thought that they might receive some form of retribution from the district or the scorn of their peers if they didn't apply. One of these teachers specifically mentioned pressure from the district as a motivating factor. This comment was quite representative:

> Fear. What would the administration have said had I not applied? So, I felt I had to do it to show I had nothing to hide. They laid it out as an option and a privilege to earn this money and that it would be well worth your time, which it wasn't because of the problems that developed. They made it sound like everybody should do it if you were eligble. That was the fear,intimidation.

Several other reasons were popular as well. Status and recognition were mentioned by six teachers as their main reasons for applying. Six other teachers said that they believed themselves to be qualified so they applied. One of these teachers said this:

> I'm a good teacher, and I want to avail myself to the program. No pressure from administrators or peers, I just wanted to avail myself to the program.

Six others wanted to be a part of the system and get in on the ground floor hoping to receive some form of long-term benefits. Three said that it seemed easy enough to do, and therefore it was to their advantage to apply. Two said they applied simply out of curiosity. Other reasons mentioned by at least one teacher were: pride in competition, a positive mind-set toward career ladders in general, and the system as a method for self-evaluation.

The Dossier System

Teachers were asked if they thought the dossier system adopted by the district was a good way to document good teaching. Results for this question are summarized in Table 2.10.

Table 2.10

The Dossier System As Documentation of Good Teaching

	ELEM	MIDDLE	HS	TOTAL
Good Way	3	1	3	7
Not a Good Way	5	2	2	9
Unsure	1	6	2	9
No Response	0	1	0	1

Results indicate that teachers were ambivalent toward the dossier system as a means of documenting good teaching. These thoughts were common in all the schools, while being strongest in the elementary school where a majority (five out of nine) of teachers disliked the dossier system. Those that disliked the system thought that what was in the dossier did not always accurately represent what is practiced in the classroom. A teacher had this to say:

> No, it's not complete. It's enough to give some indication of relative skill and professionalism, but it doesn't measure what you actually do in the classroom. I'm convinced it's possible to get good parent and student reports and not be a good teacher.

Another teacher in the elementary spoke of the dossier system this way:

> No. Lines of evidence are not valid or reliable or relevant. We were told that the student and parent reviews would be a controlled situation because the University [of Utah] would come in and handle it. What I feel they failed to look at was that there are lots of ways to manipulate this, and we have seen this happen... Teachers knew when it would happen and worked to elicit a favorable response...

Teachers who favored the dossier system made comments like this:

> I feel as though I was able to give a good picture of what I do. As far as the dossier system itself, I feel positive about it.

And this:

> The accuracy of my dossier was very good. My lines of evidence were very valid. I feel the dossier system is a good and fair system, but there are many bugs to be worked out.

Teachers were asked to discuss the kinds of problems they encountered in preparing their dossiers. The most common response among teachers from all three schools (9) was a lack of help, unclear guidelines, and unclear directions on how to prepare the dossier. This response was particularly common with the elementary and middle school teachers interviewed. One of the teachers responded this way:

> [The problem was] never really knowing how to do it. You think you know, then rumors float, and it became very important how the dossier looked rather than content.

In the high school, time needed to put the dossier together was most commonly cited as the biggest difficulty. Teachers in the elementary and middle school also mentioned that time needed to prepare the dossiers was a problem.

Several other factors emerged regarding this question. One problem in the elementary school was the perception that at times assistance was given from the University of Utah which seemed contradictory. Advisors from the University seemed to contradict one another when advising teachers on how to prepare the dossier. Two elementary teachers experienced problems because of perceived rule changes midway through the process. Two teachers thought that the waiting process to receive feedback regarding promotion created unneeded stress. One teacher mentioned that preparation of the dossier took too much time away from classroom activities. A response which was unique to the elementary school was that the model dossier system was inadequate. Four teachers gave this response. One of those responses was:

> I was very critical about the dummy [model] dossier. I would have been ashamed to hand something like that in, so we essentially had to start from scratch...

In the middle school, teachers mentioned several problems which the elementary teachers brought up. Unique to teachers from the middle school who were interviewed was the perception that the Promotion Review Board made unclear and/or contradictory interpretations of their dossiers. Two teachers mentioned that preparation of the dossiers took too much time away from classroom activities. One teacher explained it this way:

> Assembling the dossier cut into effective lesson planning time...I've done some of the poorest lessons I've ever done because of this. I feel bad about it.

One other teacher mentioned that the quality of feedback from the University of Utah on dossier preparation had created problems:

> One of the problems I ran into was getting feedback from the University. I knew people were misinterpreting the info in my packet and not looking at it the way I used the material.

One of the teachers also mentioned, as had several elementary teachers, that the waiting process for feedback on promotion was stressful.

High school teachers reported the fewest number of problems (apart from time management) in putting the dossier together. As mentioned previously, the time needed to prepare the dossier was the major difficulty mentioned by this group. Two other issues were mentioned. These were a lack of help and stringent guidelines plus difficulty in dealing with parents in obtaining parent surveys.

Teachers were also asked to give an approximation of how much time it took them to prepare their dossiers. Responses to this question were predictably quite varied. The number of hours required for preparation ranged from fewer than five hours to 100 hours. The number of hours each teacher spent preparing his/her dossier is detailed in Table 2.11.

Table 2.11

Number of Hours Spent by Teachers Preparing Dossiers

HOURS	0-5	6-10	11-15	16-20	21-25	26-30	35	40	45	50	60	75	100
ELEM	0	0	0	0	3	0	1	1	1	2	1	0	0
MIDDLE	1	1	2	0	1	1	1	0	0	0	0	1	1
HS	1	0	3	0	0	0	1	0	0	0	0	0	0

The most common time frames were: five teachers worked between 11 and 15 hours on their dossiers, four teachers worked 21 to 25 hours, and three teachers worked approximately 35 hours. One worked 100 hours and two worked 50 hours. Two teachers worked five hours or less.

The mean number of hours spent preparing the dossiers was 34 per teacher. The median number of hours was approximately 26. The mean and median number of hours teachers in each school required to prepare their dossiers is detailed in Table 2.12.

Table 2.12

Mean and Median Number of Hours Spent Preparing Dossiers

	ELEM	MIDDLE	HS
Mean Number of Hours	38	33	15
Median Number of Hours	40	26	13

The data indicate that high school teachers spent less time preparing their dossiers (a median rate of approximately 13 hours) than the elementary or middle school teachers. Elementary school teachers required the most time to prepare their dossiers (a median rate of 40 hours). For middle school teachers, the median rate for dossier preparation was approximately 26 hours.

Improvements Suggested For The Dossier System

Teachers were asked how they might improve the dossier component of the promotion process. Again, many responses were obtained. Three suggestions occurred most often. Six teachers (three elementary and three middle school) thought that standardized guidelines accompanied by strict deadlines should be an integral part of the process. Five teachers (three middle and two elementary school) thought that exact criteria and an acceptable point system should be incorporated into the process. Five teachers (two high school, two elementary, and one middle school) thought that the use of highly trained, outside and independent observers instead of district personnel would create a more fair dossier evaluation system. Three teachers (two high school and one elementary) thought that district personnel should perform the compiling, typing, and reproduction of dossier materials. Their reasoning was that this would provide a uniform format and take less time away from classroom duties for teachers. In a similar vein, three teachers (two middle and one elementary school) thought that the dossier system could be improved by eliminating the possibility of teachers turning the dossier into a "work of art" type project. Two teachers (one each from the elementary and middle school) thought that the inclusion of systematic classroom observation would improve the content of dossier information. Two teachers (one each from the elementary and middle school) thought that the only improvement would be to eliminate the dossier system altogether. Two teachers (both from the high school) thought that a greater number of more stringently defined lines of evidence would make the dossier system more valid. Two teachers (one middle and one high school) thought that improved communication between candidates and the evaluators would help the system. They thought that too many rumors got started in the present system.

Comments made by other teachers were: keep the rules consistent, make the dossier more valid, remove the student surveys, remove the parent surveys, remove test scores, provide release time from class in order to work on the dossiers, and notify candidates personally at home regarding all promotion decisions.

Teachers were asked whether the process of putting the dossiers together gave them an opportunity to think about their teaching. The question was designed to give teachers an opportunity to discuss how valuable and constructive the process of putting the dossier together was for them. Table 2.13 summarizes teacher responses.

Table 2.13

Benefits Received from Assembling Dossiers

	ELEM	MIDDLE	HS	TOTAL
Very Valuable	1	0	0	1
Somewhat Valuable	3	2	3	8
Mixed Response	2	1	2	5
Not Valuable	4	7	0	11

The results indicate that while some teachers derived some benefit from the process, most teachers interviewed did not find it to be a valuable experience personally. This was particularly true in the middle school where seven did not derive any personal benefit and eight of ten respondents either did not care for the process or could not pinpoint any important benefits. Most teachers looked upon the process as a means to an end--a necessary step to be taken when applying for promotion. One teacher voiced this opinion:

> I found it mostly an effort of self-congratulation. It made me feel good about what I'm doing, but it didn't offer any suggestions as to how I ought to modify, which is a weakness in this system.

A teacher who thought that the process had been rewarding said this:

> Yes, I thought it was a good process for reflection. It pointed out some areas where I need to improve.

Teachers were asked if they would use any of the dossier information to change their teaching practices. Almost all teachers thought that they would not use the information contained in the dossiers such as student surveys, parent surveys, and grade reports to alter the way they practiced. Only two teachers thought that they would make changes related to information contained in the dossier. However, several teachers thought that they would continue to emphasize practices that were a part of the dossier system. Three teachers said they would continue to use pre- and post-testing techniques. Three teachers said they would continue to work with data obtained from student surveys. Most teachers (18) simply said no--it would not change their practice. Some comments were quite sarcastic and negative in nature:

> No, it will teach me to hide things and be more clever. What I think it is doing is making teachers be dishonest not only with themselves but with their whole outlook on teaching.

Teacher Oversight Committee

Teachers were asked if the Teacher Oversight Committee had given helpful assistance in preparing the dossiers. The answers to this question are summarized in Table 2.14.

Table 2.14

Helpfulness of the Teacher Oversight Committee

	ELEM	MIDDLE	HS	TOTAL
Helpful	7	3	3	13
Not Helpful	2	2	1	5
Did Not Need Help	2	3	2	7
Unaware of Committee	0	3	1	4

The results indicate most teachers who were interviewed thought that the Oversight Committee had rendered assistance in helping them prepare their dossiers. A high school teacher gave this response:

> Yes, ours [Oversight Committee] checked through it [the dossier] before we handed it in. Their comments were positive and and not critical. They were well informed.

Another teacher said this:

> Very diligent and concerned. If they didn't know something, they found it out.

Teachers who did not consult the Oversight Committee responded in this manner:

> No, I went to people on the staff I felt comfortable with.

Promotion Review Board

Teachers were asked if they thought the Promotion Review Board was functioning in an effective manner. Answers to this question are seen in Table 2.15.

Table 2.15

Effectiveness of the Promotion Review Board

	ELEM	MIDDLE	HS	TOTAL
Yes	2	4	4	10
No	4	1	0	5
Mixed	3	3	0	6
No Opinion	0	2	3	5

The results show that most teachers interviewed in the district thought that the Promotion Review Board was functioning in an effective manner. This was not the case however, in the elementary school where seven of nine teachers interviewed were either unsure or did not think that the panel had done an effective job. One of these teachers had this to say:

> No, it isn't [functioning effectively]. They compared dossiers when they weren't supposed to. Personal biases came into it. Religious, economic, long-term hatreds, and political biases.

Most teachers who thought that the panel functioned effectively responded this way:

> I think so. It hasn't been an easy job, and they have received a lot of static. They've been dedicated, took the class, put in a lot of hours, and wanted it to work.

Another teacher from the high school said this:

> I believe that was a highly professional, objective group of people...From what I can see, any faults lie with the people who didn't get promoted. They handled it in a childish and unprofessional manner.

Number of Teachers Being Promoted

Teachers were asked if they thought the number and percentage of people being promoted was appropriate. The answers to this question are summarized in Table 2.16.

Table 2.16

Number of Teachers Being Promoted

	ELEM	MIDDLE	HS	TOTAL
Right Amount	3	5	0	8
Too High	1	0	1	2
Ban Quotas	4	2	1	7
Unsure	1	3	5	9

The results reflect ambivalence concerning how the system was working:

> I don't think you can set anything as right. No quota here is positive, but we've also heard that for a system to work, some people have to fail.

More teachers were not sure about how many should be promoted than those who thought the number being promoted was just right. The number of teachers who disliked the idea of a certain number of teachers being promoted almost equalled the number of teachers who thought that the number being promoted was just right. Few teachers thought the number was too high. It should be noted that the interviews were being conducted late in the school year when teachers were finding out if they had been promoted. Out of 43 teachers who submitted dossiers, 40 were promoted.

Suggestions for Improving The Promotion Component

Teachers were asked about how the promotion process could be improved. The response given most often (seven teachers--three elementary, three middle, and one high school) was that the district should recruit trained, independent evaluators to serve on the Promotion Review Board. Six teachers (three elementary, one middle, and two high school) thought that more specific criteria to guide panel decisions were needed. Four teachers (two elementary, one middle, and one high school) suggested that teachers be given more feedback on why they were or were not promoted. Three teachers (two elementary and one middle school) thought that the district should hold an election of sorts to determine who should serve on the Board. Three teachers (one from each school) suggested that a system be designed to meet the needs of those teachers who were not successful in the promotion process. Two teachers (one each from the elementary and middle schools) thought that the Board members should receive some sort of formal training in evaluation. Two teachers (both elementary school) thought that the candidates should be notified privately of promotion decisions. Other comments made by one teacher were: expand the ways in which evaluations are performed, perform systematic observations in the classrooms, take all names off the dossiers to create anonymity, assure confidentiality for individuals who are not promoted, make the whole process more of a positive learning experience for teachers, and eliminate the promotion component entirely and put the money into extra work for extra pay assignments.

Effects of the Career Ladder Program on Professional Relations

Teachers were asked to discuss whether or not they perceived any effects on relationships with each other as a result of the district's Career Ladder program. Answers to this question are summarized in Table 2.17.

Table 2.17

Effects of the Career Ladder Program on Teacher Relations

	ELEM	MIDDLE	HS	TOTAL
Positive Effects	0	4	0	4
Negative Effects	9	1	0	10
Positive and Negative	1	5	0	6
No Effects	0	0	6	6

The data indicate that most teachers interviewed perceived that negative effects were more common than positive effects. However, different response patterns occurred in each of the three schools. Of the elementary teachers interviewed, almost all perceived negative effects on relations among teachers. Not one teacher interviewed perceived any positive effects occurring. An elementary teacher said this in response to the question:

> We had a meeting with the school board a week or two ago. I have never seen hostilities before when one would stand up and say they thought it was great and four others would stand up and say you are full of it... It was dividing the district right in that meeting...

Most middle school teachers perceived good and bad effects on relations and four teachers thought that good effects were noticeable. Most responded this way:

> High anxiety. Yet, I think this school has been unique in that we have worked together; we're not afraid to ask for help.

In the high school, all teachers who responded to the question thought that the career ladder program has had no effect on relations among teachers.

Most of the teachers interviewed were aware that problems had occurred in the elementary school, due to the fact that two teachers had failed to be promoted. There was some degree of curiosity and rumor concerning what was going on in the elementary school among many teachers from the middle and high schools. These teachers perceived that the problems stemmed from teacher discomfort with the plan, philosophical differences among teachers, and marked differences of opinion with administrators and members of the Promotion Review Board concerning who was and who was not promoted.

Effects on Relations Between Administrators and Teachers

Teachers were asked if they perceived any effects on relations between administrators and teachers as a result of the Career Ladder program. Results are seen in Table 2.18.

Table 2.18

Effects of the Career Ladder Program on Relations Between Teachers and Administrators

	ELEM	MIDDLE	HS	TOTAL
Positive Effects	0	0	0	0
Negative Effects	5	0	1	6
No Changes	3	10	6	19
Unsure	1	0	0	1

Most teachers who responded to the question perceived little change in the way they were relating to administrators. The most negative response came from elementary teachers where five of the six teachers thought that there had been negative effects. An elementary teacher described the effects this way:

> The tension between principals and teachers is worse now than it was before. Career Ladders was the final show.

All of the middle school teachers interviewed thought that there had been no effects on relations between administrators and teachers. Six out of seven high school teachers interviewed perceived no change in relations either. Many of these teachers responded this way:

> No, there are too many other variables involved. The administrator hasn't been identified closely with it in this school.

Relations Between Career Ladder and Non-Career Ladder Teachers

Teachers were asked if they perceived any effects on relations between colleagues who submitted dossiers and colleagues who did not submit dossiers. Results are summarized in Table 2.19.

Table 2.19

Effects on Relations Between Career Ladder and Non-Career Ladder Teachers

	ELEM	MIDDLE	HS	TOTAL
Positive Effects	0	0	0	0
Negative Effects	1	0	0	1
No Changes	8	7	6	21
Unsure	1	3	1	5

The vast majority of teachers interviewed (21 out of 27) perceived little change in relations between teachers who submitted dossiers and those who did not. Out of 61 teachers in the district, 43 submitted dossiers. Only one teacher perceived negative effects. Most teachers responded like this:

> No, not in this school. This is a professional staff here.

Relations Between Teachers Who Were Promoted and Those Who Were Not Promoted

Teachers were asked if they perceived any effects on relations between colleagues who were promoted and those who were not promoted. In the elementary school, several teachers who submitted dossiers were not promoted. When asked this question, three teachers said that they were aware of very bad experiences between teachers on the Promotion Review Board and colleagues who were not promoted. One teacher had this to say:

> Real bad feelings--more between people who weren't promoted and those on the Promotion Review Board. I don't think the people who didn't pass resent me for passing, I think they resent the people who failed them anonymously, without reason. One person pressured them for reasons and they said 'I can't remember exactly why you failed but it seems to me you just didn't have enough evidence there...'

Four elementary teachers said that these decisions created hurt feelings among all teachers in the elementary school. One of the elementary teachers described the situation this way:

> It hurt to see colleagues not make it. The people here are feeling people, and even with the money in their pockets, they are hurting. The ones not promoted are probably closer to the promoted ones because the promoted ones have come on their side. They feel for them; they understand.

Four teachers perceived that a sympathetic outreach attempt was made toward unsuccessful candidates by those who were promoted. Consider this response:

> It's caused a large support group. People have come to the aid of the persons with sympathy and the desire to help them through the appeals. There was anger on the part of those that did pass that a person who was equally as good didn't. It made them question the entire system.

One teacher perceived no changes in relations between successful and unsuccessful candidates.

Long-Term Effects of Career Ladders

Teachers were asked if they thought teaching as a profession would experience any long-term effects as a result of career ladders. The most common response (eight teachers) thought that there would not be any long term effects because career ladders would not last long enough. Eight teachers thought that the long-term effects would be unhealthy and divisive competition among teachers which would produce negative outcomes. Two teachers thought that an increased attrition rate from the field would occur because teachers would become fed up with career ladder systems.

Several teachers thought that positive long-term outcomes would be realized. Four teachers thought that there would be an influx of money into the profession which would make teaching a more important (i.e., higher social status) profession. Two teachers thought that positive long-term effects would occur because as the systems develop more precise evaluation methods will occur as well.

Suggestions for Improving The System

Teachers were given the opportunity to discuss what kinds on improvements they would like to see incorporated into the district's Career Ladder plan. A wide variety of responses were obtained. Most suggestions centered on the dossier and the Promotion Review Board.

Six teachers thought that better rules and guidelines for governing the dossier component of the plan were needed. It was thought that these changes would aid teachers in choosing appropriate lines of evidence. Several teachers thought that the criteria for lines of evidence should be tightened and made more stringent in an effort to standardize the process and create a more objective evaluation process. One teacher thought that more lines should be developed so that teachers would have more options in developing the dossier. This would increase the chances of creating the best possible dossier.

Three teachers thought that outside observers trained in evaluation methods would be better able to objectively evaluate candidates for promotions. Three teachers suggested that the plan might work better if a process was developed to provide feedback and assistance for those teachers who were not promoted. Apart from bringing in outside observers to serve on this panel, three teachers thought that if teachers from the district would be on the Board, they should receive more training in evaluation than is presently given. Additionally, more clear-cut criteria should be developed to govern the selection of district teachers who serve on the panel. Two teachers suggested that any teachers on the Board should be selected by their colleagues and not by the administration. Two teachers thought that the Board could make more accurate evaluations by placing more emphasis on classroom visits. One teacher suggested that all dossiers received by the Promotion Review Board be anonymous. One teacher suggested that a transition team should be set up from year to year to help train incoming participants on the Board.

There were other suggestions as well. Two teachers thought that a forum should be developed to deal with a perceived teacher distrust of career ladder systems in general. One teacher suggested that increased funding would be an improvement. One teacher thought that input from the University of Utah should be eliminated. Five teachers recommended either a suspension of the district's Career Ladder activities until more research is done, an overhaul of the entire system due to unfairness, or a complete cancellation of a Career Ladder program in the district.

These results indicate that teachers in the district had a somewhat negative attitude toward the Career Ladder system as it existed in their district. This sentiment seems strongest in the elementary school where conflicts arose over several teachers not being awarded promotions. The middle school and high school teachers interviewed were less negative than elementary teachers toward the plan as a whole, but in general most teachers did not care for the system. However, several teachers in the high school praised the plan as being a step in the right direction for teaching as a profession. Most teachers agreed that, when compared with plans from other districts, their district's plan was a better one. Despite the presence of teachers who perceived the plan as being positive, most teachers found some kind of fault with the system. Most of the concern centered around the specifics of the dossier system and how the Promotion Review Board went about evaluating the dossiers.

CHAPTER THREE

RURAL DISTRICT CAREER LADDER DEVELOPMENT CASE STUDY

General Description

This district is a smaller district within a rural Utah mountain community. Patrons are drawn from the immediate community as well as outlying farming areas. A population base of several thousand people is supported mainly by farming, ranching, and dairy production. Some residents also commute to and from larger cities to take advantage of other varied economic opportunities. Within an hour's drive are three larger cities, all with state universities which offer teacher training opportunities and ongoing educational research. The close proximity of these cities and the post-secondary institutions is a plus for the district, because this proximity allows teachers to commute. Teachers have the opportunity to further their education without the inconveniences of long travel or relocation.

The community, perhaps because of its size and location, is tightly knit, conservative, and religious. In this sense, the community is in step with the values and customs of Utah society at large. According to the teachers, the tightly knit atmosphere of the town provides advantages and disadvantages. On one hand, the setting and relaxed pace contribute to cohesion and unity among the faculty as well as the perception that the district is unique and fun to work in. On the other hand, the small size and conservative nature of the community can create awkward situations for teachers who have inevitable conflicts with parents. Additionally, those who do not maintain the status quo of the community or those who, because of personal principle, do not embrace ideas widely shared in the schools may be viewed as pariahs.

The school board consists of local business leaders and several educators from both the State Office of Education and one of the nearby post-secondary institutions. The district's career ladder program was granted funds totalling $65,000.

The three schools in the district serve approximately 1500 students. This figure was down approximately 1.5% from the previous school year. Almost 98% of the students are Caucasian. The elementary school, with approximately 600 students, consists of grades Kindergarten through 5th. The middle school and high school each have approximately 450 students. The administration for each school consists of one principal with a part time vice principal at the high school level.

The faculty at all three schools consists of approximately 80 teachers. All of these teachers are Caucasian. There are an equal number of male and female teachers in the district. The average tenure in the district among faculty members is approximately 12 years. For the 23 teachers interviewed in this project, the average tenure is 14 years.

The Career Ladder Plan

History

The size of the district was an asset in the planning process. Because of the small size, a larger and therefore more representative sample of parents, teachers, and administrators were involved in the planning process. One of the nearby local colleges also entered into the process by starting a research and training project concerned with career ladder processes. This research was started during the 1983-84 school year. Approximately 40% of the district's administrators and teachers agreed to participate in the project. Another local university conducted workshops on evaluation methods and procedures. Much of this information was viewed as being a key to the development of the district's evaluation and selection procedures which would be used with the career ladder candidates. It is significant to note that the teachers' organization was well represented in the planning process because of the abundant teacher participation in the activities initiated by the post-secondary institutions.

Prevailing Philosophy

The fundamental tenets of the district's Career Ladder Plan stressed the desire to recognize the outstanding qualitites of good teachers. These teachers should also receive additional financial remuneration for their exemplary performance. The evaluation and selection process would be unique for each school within the district. Outcomes associated with the career ladder would not affect in any way the existing yearly evaluation and payroll policies adhered to by the district. The district also desired a smooth integration with existing district policies and collective bargaining agreements. Administrators had expressed a preference for not being responsible for the development and implementation of the district's Career Ladder Plan. Because of this, as noted before, teachers were largely responsible for the development of the system. Teachers also were responsible for having the most significant input with regard to a candidate's application, evaluation, and selection.

Group Processes, Leadership, and Decision Making

Collaboration and compromise characterized the workings of the planning committee. The committee itself was made up of the superintendent, the assistant superintendent, one principal selected by the superintendent, two community members selected by the PTA and the school board, and three teachers, one from each school selected by their respective faculties. The committee met once a week for nine weeks with each session requiring two to three hours.

One factor which influenced the decision making process was an emerging apprehension on the part of the teachers. Teacher representatives met several times during the nine week planning process to deal with these emerging concerns. These concerns involved several issues. A central concern was how to go about creating a fair, accurate, and effective evaluation process.

Another issue involved the discomfort teachers thought they would experience when given the responsibility of evaluating their peers. Teachers were concerned about the development of division or an unhealthy competitive spirit which might erode morale. Teachers were also concerned that career ladders might cause changes in the way they had shared time, materials, and/or teaching techniques in the past. Concern was also expressed in regard to the amount of funding; many teachers thought there would not be enough money for a quality career ladder program.

According to the superintendent, many of these concerns were dealt with effectively as time went on. Teachers on the committee became more familiar with the role of administrators and were able to provide satisfactory input to the other faculty members.

A key to working through these potential problems was the experience of administrators and teachers who attended the workshops. Those who did attend the workshops thought that their participation helped them to focus more effectively on the critical determinants of the career ladder proposal. This experience provided a subtle "push forward with the agenda" effect on other committee members. In fact, members thought that the potential for unproductive haggling and/or the formation of special interest groups was minimized as a result of the earlier workshops.

The superintendent provided formal leadership for the committee while at the same time choosing not to lead too aggressively. His role was described as that of a non-directive facilitator. The school board involved itself through its participation in selection of the community representatives as well as providing an endorsement of the finished proposal. The teachers were highly involved in the development of evaluation and selection criteria. Compromise was needed as varied opinions regarding the state guidelines emerged. Predictably, some thought the guidelines were too nebulous in describing specific guidelines for funding of teacher projects or specific criteria for teacher evaluations. Others felt the guidelines were too rigid. Decisions were made by the committee only after open discussions and consensus votes on each career ladder issue.

Resources

Few resources apart from the university-sponsored workshops were utilized, particularly after the planning committee meetings were underway. The superintendent provided information in the form of journal articles and other documents from a California school district. The superintendent also received resource information from other district superintendents and the State Office of Education.

Structural Features of the Plan

The district's Career Ladder Plan featured the following components: extended days, extended responsibilities, teacher facilitator, and superior performance. Approximately $65,000 was allocated for the career ladder plan. Roughly $30,000 of this was used for funding the extended days component. A detailed form of the district's plan may be found in Appendix 3-1.

Extended Days

First year teachers were required to be in the building five extra days. One of these days was to be used for an inservice program led by the superintendent. All other teachers were given the option of applying for four additional days. These days would contain no inservice meetings and would be used by the teachers for grading, evaluation, or planning activities. The days would occur at the end of each school quarter. Each teacher would be paid on a per diem basis as written into their contracts.

Extended Responsibilites

There were three distinct subcomponents to this part of the plan: curriculum development, special teacher projects, and participation on the career ladder committee.

Curriculum Development

Research was performed on the curriculum, and in the process the district identified needs within each of the 10 curriculum areas. In this portion of the career ladder program, each teacher served on one of the development committees. Several teachers served as overseers of the different curriculum development committees.

Special Teacher Projects

Special teacher projects provided the opportunity for teachers to design and implement their own instructional improvement projects. The district developed criteria for project goals as well as instructions on how to apply and application forms The career ladder committee reviewed all applications and awarded projects based on the criteria they set.

Career Ladder Committee Service

This committee met once each week to discuss ongoing concerns and the overall progress of the plan. Meetings were scheduled for 6:00 A.M. Three teachers were involved and were paid on a per diem basis. Total funding for teacher participation was set at $6,000.

Teacher Facilitator

The district wanted new teachers to receive help, guidance, counsel, etc., from a veteran teacher in the same building but not necessarily of the same grade level. Facilitator candidates were required to apply and be evaluated and selected by the career committee. Facilitators and the new teachers were required to sign a contract. The remuneration for the veteran teacher was set at $500.

Superior Performance

All teachers were eligible for this part of the plan. Interested teachers were required to submit an application. These applications were then reviewed by the career ladder committee based on criteria established during the planning process. Part of this process required teachers to submit selected evaluations of their performance; these were to include at least three of the following data sources: principal evaluation, peer evaluation, student reports, and parental feedback. Each teacher chosen for the superior performance award received $1,000. Awards were given based on the recommendations of the career ladder committee. This committee consisted of one district office administrator appointed by the superintendent, one principal, two community patrons, and a teacher from each school. Each candidate's file was evaluated according to these criteria: the teacher's job description and a comparison of anticipated versus realized outcomes, the content and quality of the teacher's instruction, professionality, ethicality, and student growth as measured by test scores.

The district agreed that during the first year of this part of the plan, those teachers receiving the award would devote part of their time to the development of a system by which future evaluation and selection for this award would occur. This system would then be phased in for use with all faculty members later on. Apart from participation in the development of the evaluation and selection process to be used in the future, no other future responsibilities were required of the teachers selected.

Teacher Perceptions of The System

Twenty-three teachers in Rural District responded to questions concerning their district's Career Ladder Plan. The interview questions may be found in Appendix 3-2.

Extended Days

By far the most positive aspect of the system was the extended days component. When asked if they agreed with the district having the maximum number of days 22 of 23 said "yes." One comment catches this positive tone:

> I think it is fantastic. I love it. It's the best thing that's ever happened to us. I would like to get more. It gives us a chance to get ourselves organized.

The central theme here was having the time to do things for which there previously had not been time. Preparation and organization were mentioned as well as the idea of getting paid for doing this work.

When asked if these extended days should be structured or unstructured, 21 of 23 opted for unstructured. This appeared to come as much from a need for individual time as from a dislike for district inservice workshops.

New Teacher Facilitators

When asked about the new teacher facilitator program, reactions of teachers differed by building level. Five of the eight secondary teachers liked the program, with one not liking it and two unaware; only three elementary teachers liked it, four didn't, and one was unaware.

Analysis by level reveals various patterns. At the high school level, teachers acknowledged that past help for new teachers was haphazard, but there were still some hesitations about this program cutting new teachers off from help from all faculty. At the middle school level, teachers generally acknowledged the need for the program with only one teacher feeling that the program was unneeded. Elementary resistance centered around the selection process, whether the facilitators chosen were doing an adequate job, and whether the new program would discourage all teachers from helping new teachers.

Although teachers in the district were generally supportive of the abstract notion of a mentor program, their dissatisfaction with the way that mentors were selected is seen in Table 3.1.

Table 3.1

Fairness of the Teacher Facilitator Selection Process

	ELEM	MIDDLE	HS	TOTAL
Yes, Fair	4	0	5	9
No, Unfair	3	3	1	7
Don't Know	1	4	2	7

At the high school level teachers were generally satisfied with the selection process, but two didn't know what this process was. There was considerable dissatisfaction at the middle school level. This dissatisfaction centered around vague criteria and feelings that the selections process was "politically" influenced. Vague criteria and selection procedures were also mentioned by teachers at the elementary level.

> This is one of the things in ours I was really discouraged with. I don't think it was fair. The selection process was unclear. There was a little bit of confusion there. Some people were told one thing and others told something else.

The data seem to indicate different implementation procedures at each level. Also, a total of seven teachers were unaware of what the selection procedures were. Improved communication and uniformity of procedures could help here.

Curriculum Development

When asked if the curriculum development component should be continued in its present form, the teachers answered in the following way.

Table 3.2

Continuation of the Curriculum Development Component

	ELEM	MIDDLE	HS	TOTAL
Yes, Continue as Is	0	6	7	13
No, Do Not Continue	1	0	0	1
Unsure	7	1	1	9

At the high school level teachers felt good about the goals and procedures of the program. Middle school teachers commented on the benefits of involving a large number of teachers and the continuity in the curriculum this would bring to students. Non-involvement on the part of elementary teachers resulted in a lack of knowledge about the program.

When asked how the goals of the curriculum projects should be determined, the largest group of teachers (9) recommended input from both teachers and the district. Six teachers

Table 3.4

Extra Responsibility Component of the Career Ladder Plan

	ELEM	MIDDLE	HS	TOTAL
Continue As Is	4	3	6	13
Changes are Needed	1	2	1	4
Unaware of Specifics	3	2	2	7

In general, teachers accepted this component of the Career Ladder Plan, but there was a significant number in the sample who were unaware of the specifics of this aspect of the program. Communication may be a problem here, both in terms of selection criteria and procedures and in terms of actual projects themselves. Evidence for a lack of information about selection criteria can be found in the responses to the next question, which focused on the clearness of criteria and the fairness of the selection process. Responses to the question are shown in Table 3.5.

Table 3.5

Fairness of Selection Criteria and the Selection Process

	ELEM	MIDDLE	HS	TOTAL
Yes, Fair	2	3	5	10
No, Not Fair	4	2	0	6
Unsure/No Answer	2	2	3	7

There appear to be different perceptions at different levels with fewer positive views at the elementary level. In addition, the existence of seven respondents who were unsure or had no answer suggests again a communication problem.

recommended that the focus should be teacher determined and five opted for district targeting of curriculum project goals. Arguments for more teacher input focused on the fact that teachers are closest to students, know their needs best, and ultimately have to implement curricula. District arguments centered around curriculum articulation and continuity.

Teacher reactions to the criteria and selection process are presented in Table 3.3.

Table 3.3

Fairness of the Criteria and Selection Process for Curriculum Development

	ELEM	MIDDLE	HS	TOTAL
Yes, Fair	0	1	5	6
No, Unfair	6	4	1	11
No Answer	2	2	1	5

A comment from the middle school is typical here:

> It was a little unclear as to what we were supposed to do and what the criteria used for selection were. They should have researched it more.

An elementary teacher commented on communication problems:

> No, more clear cut communication is needed. We weren't aware this could be done.

Extended Responsibility

Teachers were asked if the extended responsibility component of career ladders should be continued in its present form. Summaries of teacher responses are presented in Table 3.4.

Career Ladder Committee

A central organizational force for Rural District's career ladder plan was the Career Ladder Committee which monitored the implementation of the plan. The following three questions were designed to measure teacher perceptions of this committee. The first of these asked whether the composition was representative of the teachers in the district. Teacher responses to this question are shown in Table 3.6.

Table 3.6

Composition of the Career Ladder Committee

	ELEM	MIDDLE	HS	TOTAL
Fair Representation	7	6	8	21
No, Unfair	1	1	0	2

Teachers appeared to be satisfied with the composition of the committee and felt that members of the committee adequately represented their interests.

The next question asked whether paying teacher representatives on a per diem basis was fair. The response was a unanimous vote of 23 yes.

Finally, an open ended question asked for ways to improve the workings of this committee. Areas suggested by more than one respondent included: "spreading the money around more" (3), broader representations through more members (2), and clearer guidelines and procedures (2).

Superior Performance Pay and Teachers' Attitudes toward Evaluation

This section focuses on the superior performance pay component of the plan and teachers' attitudes toward various ways of evaluating teachers for this component. The first question in this sequence asked if superior performance pay was a good idea. The responses are seen in Table 3.7.

Table 3.7

Superior Performance Pay

	ELEM	MIDDLE	HS	TOTAL
Good Idea	0	2	5	7
Not a Good Idea	8	4	3	15
Unsure	0	1	0	1

Major sentiment for the concept centered around the beneficial effects of recognizing and rewarding good teaching. Major arguments against the idea clustered in two areas. The largest (6) area of unhappiness centered around procedural difficulties involved in evaluating superior teaching. A smaller number of teachers (3) commented on the divisive effects of singling out some for reward while ignoring others.

Teacher Attitudes toward Various Types of Evaluative Data

A question about the role of principal evaluation in determining superior teaching performance brought varied responses. Nine respondents thought principal evaluation was a good idea and explained their position in this way:

> We've always been evaluated by administrators. I see no reason to question that.

The next largest response cluster (6) centered around the idea of the principal having input but that this input should be part of a committee decision. One respondent described optimal principal input in this way:

> They need to be part of it, but there needs to be a balance of power.

The next most frequent (4) suggestion for principal evaluation was that it needed to be done more often and more frequently. In general, teachers seemed to be accepting of the principal's role in evaluating superior teaching; there was only one "no" expressed and there were two "depends on who the administrator is" responses.

When asked about the apropriateness of peer evaluation in the identification of superior teaching, teachers responded as shown in Table 3.8.

Table 3.8

Appropriateness of Peer Evaluation

	ELEM	MIDDLE	HS	TOTAL
Appropriate	3	3	6	12
Mixed Reaction	3	3	0	6
Not Appropriate	2	1	2	5

Teachers, in general, were mildly supportive of this data source, with high school teachers being the most positive. Even when teachers replied "yes" they qualified the response with comments like, "It's fine as long as you have someone with the same curriculum area" and "You would need to be careful about how much weight you put on the evaluation." Negative responses centered around the problems that peer evaluation would bring to professional relationships and the special problems of peer evaluation in a small community.

Teachers were also asked about the focus of peer evaluations and queried on whether this focus should be the classroom itself or alternate sources of data such as lesson plans and student papers. The responses to these questions are seen in Table 3.9.

Table 3.9

Teacher Opinions Concerning the Focus of Peer Evaluations

	ELEM	MIDDLE	HS	TOTAL
Include All Components	3	6	5	14
Include Performance Only	5	0	1	6
Evaluation Results Only	0	1	1	2
Performance and Plan	0	0	1	1
Depends on Goals	0	1	0	1

The most common response was to include a number of data sources. A typical response here was:

> It should be broadened. There's a lot more to it than just being in the classroom. Curriculum, lesson planning, all are important.

Proponents of classroom performance only focused on the logistical problems involved in using multiple data sources.

> If you start going into all those areas, we're going to spend so much money and so much time. It will be a waste.

Teachers were also asked about the desirability of including parental input through formal surveys. The responses to this question are shown in Table 3.10.

Table 3.10

Parental Input into Career Ladder Files

	ELEM	MIDDLE	HS	TOTAL
Yes, Good Idea	3	0	2	5
Mixed Reaction	0	5	0	5
No, Not a Good Idea	5	2	6	13

Teachers in favor of parental input did so with caution; the general tone of the positive teachers was to include this source of information but "Do not weight it as heavily as the principal's." Teachers against the use of parental input doubted the validity of this source and mentioned problems of gossiping and non-objectivity.

Student surveys were also explored as another source of data to identify superior teachers. Teacher responses to this question are seen in Table 3.11.

Table 3.11

Use of Student Surveys in Career Ladder Files

	ELEM	MIDDLE	HS	TOTAL
Yes, Include Surveys	4	6	6	16
No Surveys	4	1	1	6
Mixed Reaction	0	0	1	1

The data indicate a generally positive attitude toward student surveys with this being less so at the elementary level. A comment from the elementary level captures the essence of their concern:

> Elementary kids are too young to understand or to judge.

Teachers at the other levels also cautioned that surveys should be carefully worded, designed and administered.

The use of student achievement scores was also explored. Summaries of teacher reactions to this data source are shown in Table 3.12.

Table 3.12

Use of Student Achievement Scores in Career Ladder Files

	ELEM	MIDDLE	HS	TOTAL
Yes, Include Scores	2	3	2	7
No Scores	3	3	5	11
Mixed Reaction	3	1	1	5

Problems mentioned included teaching to the test, comparing classes with high and low ability students, and measurement problems in specific areas of the curriculum (e.g., foreign languages or physical education).

Self-evaluation was an additional source of information explored. Teachers were generally favorable about the idea of self-evaluation. Respondents generally felt that teachers could be critical about themselves and that the introspective process could be a valuable one.

Finally, the idea of including input from co-workers such as secretaries and janitors was explored. The responses were fairly negative with 15 "no", four qualified "yes" and only three "yes".

The major problem here was a lack of expertise and perspective.

Teacher Participation In the System

To get some indication of past and future participation rates we first asked if the teachers in our sample had been involved in any of the various components of the system during the first year. Teacher responses are summarized in Table 3.13.

Table 3.13

Teacher Participation in the Career Ladder Plan

	ELEM	MIDDLE	HS	TOTAL
Extended Days	8	7	7	22
Superior Performance	0	1	3	4
Extended Responsibility	3	6	3	12

While all 22 respondents participated in extended days, there were lower participation rates for extended responsibility (12) and superior performance (4). Also, across grade levels there were uneven participation rates for the latter two categories. Teachers applying for extended responsibility typically mentioned some project they had in mind for which they needed time and resources. No participants in the latter two categories mentioned time and philosophical differences with the ideas as major deterrents to participation.

When asked if they planned to participate in various aspects of the plan in the future, teachers responded according to the results shown in Table 3.14.

Table 3.14

Future Participation in the Career Ladder Program

	ELEM	MIDDLE	HS	TOTAL
Extended Days	3	7	7	17
Superior Performance	1	1	4	6
Extended Responsibility	3	6	4	13
Would not participate	3	0	1	4
Unsure	1	0	1	2

Money was mentioned as a major motivator a number of times and the fact that funds available for the second year would double was also mentioned. Increased time demands were mentioned frequently as a major factor in not participating in extended responsibilities. Philosophical differences with the idea of superior performance were the most often offered reason for non-participation in the superior performance category.

Effects of The Career Ladder Program on Professional Relations

To investigate the effect of career ladders on professional relationships in this district, teachers were asked how career ladders had changed relationships with peers, principals, and between participant and nonparticipant teachers. In addition, they were asked how the career ladder system had affected morale and self esteem.

Effects on Relations Among Teachers

When asked how career ladders had affected relations among teachers, respondents answered according to the results presented in Table 3.15.

Table 3.15

Effects of the Career Ladder Plan on Relations Among Faculty Members

	ELEM	MIDDLE	HS	TOTAL
It Had No Effect	0	3	3	6
Slightly Negative	3	2	3	8
Very Negative	5	1	2	8
Positive Effect	0	2	1	3

The general reaction to this question was either slightly or significantly negative with more negativity at the elementary level. Typical positive comments included the following:

> It's had some good results. Teachers don't want to look bad compared to others in preparing programs. It's been healthy competition. I think everyone's been pretty darn cordial about it. I don't feel resentment. I don't see any bickering.

Typical negative comments were:

> I see it dividing teachers and making them less willing to share. I've seen a definite change. The attitude is they're getting paid for it -- let them do it. There is resentment among some teachers.

Effects on Relations Between Teachers and Administrators

Teachers were also asked how the career ladder system had changed relationships between administrators and teachers. A summary of their responses is found in Table 3.16.

Table 3.16

Effects of the Career Ladder Plan on Relations Between Administrators and Teachers

	ELEM	MIDDLE	HS	TOTAL
No Effect	6	5	6	17
Positive Effect	0	1	1	2
Negative Effect	1	1	0	2
Unsure	1	0	1	2

Responses to this question were much more neutral than to the previous one linking career ladders and teacher relations. One comment appears to explain a large part of this neutrality:

> Not a very strong effect because they gave the decision to the committee. The anxiety is between the committee and teachers. The administrators are passing the buck. The committee made all the decisions.

Relations Between Career Ladder and Non-Career Ladder Teachers

In reply to a question focusing on the effect of the career ladder system on relations between participant and non-participant teachers, the respondents answered according to the results found in Table 3.17.

Table 3.17

Effects on Relations Between Participant and Non-Participant Teachers

	ELEM	MIDDLE	HS	TOTAL
No Effect	0	6	3	9
Slightly Negative	7	1	4	12
Very Negative	1	0	1	2
Positive Effect	0	0	0	0

Negative comments centered around feelings of jealousy and resentment about non-involvement and limits to communication, for example:

> I feel like career ladder teachers can't talk about career ladders around non-career ladder teachers because a career ladder teacher can't come out and say -- well, I'm working on such and such a project for superior performance. Non-career ladder teachers will respond negatively to this situation.

Effects on Teacher Esteem, Contribution, and Morale

Teachers were asked to comment on the effect of the system on esteem, contribution, and morale. Their responses are summarized in Table 3.18.

Table 3.18

Effects of the Career Ladder Plan on Esteem, Contribution and Morale

	ELEM	MIDDLE	HS	TOTAL
Yes	5	2	3	10
No Effect	3	3	5	11
Unsure	0	2	0	2

Positive comments focused on extended contract days. Negative comments focused on competition and the effects of non-participation. These factors are expressed typically here:

> Those who got it, it probably helped their morale; those that didn't were disappointed. I would say it raised the morale of career ladder teachers and lowered the morale of non-career ladder teachers.

Suggestions for Improving the System

In this final section, teachers' responses to an open-ended question about how the system could be improved are analyzed.

The most common response to this question (7) was to increase the pay for all teachers and to broaden the participation opportunities to include more teachers. This was followed by a call for more extended days and refinements to the way that the program was administered (5). These latter comments focused on clarifying criteria and providing more feedback to applicants. Finally, four teachers recommended refining the superior performance category or doing away with it entirely.

Questionnaire Data Summary

Rural District

Fifty-six teachers in the district completed a 33 item questionnaire form designed to sample teacher opinion concerning the district's Career Ladder Plan. Teachers were asked to respond anonymously according to a tightly anchored five point Likert scale. The scale was used to assess the degree to which teachers agreed or disagreed with statements concerning the specifics of the district's program. The scale was constructed in the following manner:

1= Strongly Agree	2= Somewhat Agree	3= Neutral	4= Somewhat Disagree	5= Strongly Disagree

A complete listing of the statements and descriptive statistics for teacher responses may be found in Appendix 3-3. Several items are mentioned here however, because the questionnaire data correlates with data gathered through the interviews.

In Rural District, teacher response to the Career Ladder Plan in the interviews was mixed. This is reflected in the questionnaires in that many mean responses for teachers were near the neutral rating of three (3) and many large standard deviations were found. One statement with with teachers did state clear agreement on however concerned a lack of adequate funding for the program. Mean teacher response was 2.000 with an SD of 1.127. Recall that this was a popular suggestion made regarding improvements for the present system. Another statement which teachers tended to agree more than disagree with was that career ladders discourages cooperation among faculty. The mean response for teachers was 2.345 with an SD of 1.174. In the interviews, many teachers expressed discomfort with the notion that competition might discourage the sharing of teaching methods with other teachers. Teachers expressed mild agreement with the statement "The Career Ladder Program has hurt the relationship between teachers" (Mean of 2.500, SD of 1.191) and mild disagreement with the statement "The Career Ladder Program has helped the relationship between teachers" (Mean of 3.911, SD of 0.959). These data reflect the cautious wait-and-see attitude expressed by many of the teachers during the interviews.

The interview data indicate that while many teachers were suspicious or had negative attitudes toward Rural District's Career Ladder Plan, teachers thought that the district was trying to and, in fact, had done the best possible job of designing the program given the circumstances. Questionnaire data confirmed the interview data obtained in this area. Teachers expressed general agreement with the statement "...our district is following the intent the state legislature has established for career ladder money." The mean response was 2.058. Teachers also responded negatively to the statement "Terminate our school's program. It cannot be rehabilitated." This statement prompted the most extreme disagreement from teachers out of all the questionnaire items. The mean response was 4.234 with an SD of 1.047. These two items suggest that while many teachers did not like the plan 100%, most felt it was preferable to no plan at all.

Rural District Questionnaire Data

STATEMENT #	MEAN	SD
1.	3.518	1.221
2.	3.055	1.208
3.	2.345	1.174
4.	2.727	1.162
5.	3.911	.959
6.	3.400	1.241
7.	2.768	1.440
8.	3.750	1.430
9.	3.455	1.399
10.	2.500	1.191
11.	3.518	1.335
12.	3.073	1.200
13.	2.000	1.127
14.	4.019	1.141
15.	3.436	1.288
16.	3.625	1.301
17.	2.979	1.176
18.	2.673	1.438
19.	3.556	1.396
20.	1.589	1.125
21.	2.849	1.446
22.	2.846	1.460
23.	2.058	1.037
24.	2.127	1.248

25.	2.074	1.195
26.	2.302	1.422
27.	3.111	1.369
28.	3.982	1.213
29.	2.018	1.053
30.	1.750	1.148
31.	2.979	1.189
32.	3.143	1.307
33.	4.234	1.047

SECTION II

1. CONTINUOUS SERVICE Mean = 10.380

2. FULL-TIME TEACHER = 45 PART-TIME TEACHER = 5

NR <NO RESPONSE> = 6

3. SEX MALE = 23 FEMALE = 23 NR <NO RESPONSE> = 10

CHAPTER FOUR

URBAN DISTRICT CAREER LADDER DEVELOPMENT CASE STUDY

Information for this case study was gathered through interviews held at various schools in the district. Seventy-one teachers from elementary, middle, and high schools in the district were interviewed.

General Description

This district is in an urban area that has a more diverse population than the average Utah district. Students are drawn essentially from the surrounding community which is supported by various industries and businesses.

The urban setting provides access to two major universities for teachers who are interested in furthering their education. It also allows the community to have one of the more racially diverse populations with the district having a white population of 80% (the state average being 95% Caucasian). Hispanics are second in representation, accounting for roughly 14.5% of the students.

Unlike most districts in the state, this is one of the few districts that has a declining or stagnant population. Lay-offs have resulted in an overall loss of population that has in turn affected school enrollment. This lack of growth has had secondary effects on teacher population as fewer new teachers have been hired, causing the average teacher age to increase. Salaries in this district have consistently been slightly below the state average.

The teacher and student distributions for the 1984-85 academic year are presented in Table 4.1.

Table 4.1

1984-85 Approximate Teacher and Student Distribution Per School

	Schools	Teachers	Students
ELEM	15	260	6,000
MIDDLE	4	140	2,600
HS	4	150	3,000
TOTAL	23	550	11,600

Note. There are also approximately 15 teachers in the district who work throughout the district in more than one school.

The district also had over 30 administrators (including superintendents, assistant superintendents, supervisors and coordinators, principals, and assistant principals) with 13 in elementary schools, eight in middle schools, and seven in secondary schools.

The Career Ladder Plan

History

An initial steering committee was formed of individuals from the following areas:

Administrators	4
School Board Members	2
Teachers	4

Parents	11

The purpose of this committee was to formulate an initial draft of Urban District's Career Ladder Plan. An ongoing committee later developed to refine and implement the plan. This ongoing committee was composed of:

Administrators	10
School Board Members	2
Teachers	15
Community Members	6

The steering committee submitted their draft first to the School Board for approval and then to the State Office of Education. Next it was given to the assistant superintendent and the district curriculum committee to implement. A draft of these implementation procedures was formed and sent for review to three successive screening committees composed of teachers at the elementary, middle, and high school levels. This draft was then forwarded to the principal's screening committee for comment and review. Concern was expressed by members of the principal's screening committee over the centrality of the principal in the evaluation process.

After reviewing the draft, the curriculum committee established tentative criteria and sent these criteria to the ongoing career ladder committee. Simultaneously, a committee composed of principals approved a draft of an evaluation form which they would use. They also gave final approval for the district's Career Ladder Plan, which then went back to the curriculum committee for revision and implementation.

The plan was disseminated for implementation at a principals' meeting. This was followed by an inservice meeting for the principals to clarify the particulars involved in undertaking the Urban District Career Ladder Plan.

Prevailing Philosophy

When formulating their Career Ladder Plan, the district determined that it would be beneficial for teachers to have extra days for preparation, curriculum development, and inservice training. This would enable them to be better prepared and more effective in the classroom. Almost fifty percent of the district's $470,000 career ladder budget was allocated toward extended days.

The master teacher step was designed to be an incentive for increased teacher efficiency in the classroom. It was hoped that the additional pay involved in this step would make teaching more competitive with other professional positions, thereby providing an incentive for good teachers to remain in the classroom. The criteria established for outstanding teachers included the following:

Classroom climate

Respect for dignity of students

Respected by other professionals and staff

Provides evidence of appropriate student growth

Willing to share teaching techniques

Understanding of students

Positive rapport with parents

Student discipline

Effective use of teaching techniques

Additionally, it was determined that if teachers accepted additional assignments they would be compensated for these duties.

While participation in the extended days portion of the district's Career Ladder Plan was mandatory, the remaining steps of the Plan were voluntary. There were no quotas on the district committees. There was an original quota of 100 for the Level Four master teacher award which was later increased as more funds became available.

Structural Features of the Plan

Urban District's Career Ladder Plan featured four levels. Within these four levels were three main components: extended days, extra pay for taking on extended responsibilities in the form of participation on district committees, and a monetary award for being recognized as a master teacher. Initially, approximately $470,000 was allocated to fund the program. Slightly less than 50% of these funds ($216,000) went into funding the extended days portion of the plan while the remaining money (approximately 254,000) went into the funding of extended responsibilities and master teacher awards (see Appendix 4-1).

Level One of the plan included the extended contract days and was mandatory for all certified personnel, e.g., teachers, media specialists, special teacher psychologists, etc. Level one teachers were paid anywhere from $232 to $450 for three extra days. The exact nature of teacher responsibilities during this time was handled differently by each school. Some schools required that teachers participate in activities such as parent-teacher conferences, inservice meetings held in the respective buildings, and lesson planning. Other schools required only that the teacher be present in the building with the understanding that the teacher could work on anything he or she needed to work on, e.g., grades, lesson planning, room preparation, parent-teacher meetings, etc.

Level Two of the plan was reserved for those teachers who chose not to submit a career ladder application. No remuneration was extended to these teachers.

Level Three of the plan included those teachers who took on extended responsibilities. These responsibilities took the form of service on district-wide committees such as the writing committee, discipline committee, computer education committee, etc. The purpose of these committees was to 1) improve instructional programs by developing curriculums, 2) increase communication and cooperation among departments and faculty, and 3) develop a network of elementary school team leaders to improve curriculum and instruction. To qualify for Level Three, the teacher was required to be a certified employee of the district and have a minimum of three years of teaching experience. It was also presumed that inclusion on a committee indicated needed expertise in the area of participation. Committee participants were paid $10.60 per hour.

In order to serve within the district at Level Three, the teacher was required to have tenure and must have displayed professional expertise in a variety of (not-specified) curriculum areas. The teacher must also have volunteered for service and have been chosen by a committee chairperson.

Teachers at Level Four of the plan received a cash award of $1,000. In order to qualify for this master teacher award, the teacher was required to have tenure and must have been nominated themselves or be nominated by another teacher, parent(s), or administrator(s). Any applicant who wished to create a file for Level Four was required to sign a waiver which forfeited the right to review information in the file. This included all evaluative feedback from parents and administrators. Administrators evaluated the candidate according to a series of criteria developed by the career ladder committee. These criteria focused on the teacher's classroom performance (see Appendix 4-3). and covered the following areas: classroom climate, respect for the dignity of students, supported and respected by other professionals and school staff, provides evidence of appropriate student growth in skills, willingness to share teaching techniques and materials, understanding of students, positive rapport with parents, student discipline, and effective use of teaching techniques. Each candidate was rated on a scale of one to 10 with one being lowest and 10 being highest. Upon completion of the files, each building administrator rank ordered the files and submitted them to the district office.

Teacher Perceptions of The System

Seventy-one teachers in Urban District responded to a series of questions dealing with the district's Career Ladder Plan. The interview questions may be found in Appendix 4-2.

Knowledge of the District's Career Ladder Program

Thirty-one of the 71 teachers interviewed were asked to discuss how much they knew about the district's career ladder program. The results are given in Table 4.2.

Table 4.2

Teacher Knowledge of the District's Career Ladder Program

	ELEM	MIDDLE	HS	TOTAL
Know Alot	1	0	2	3
Know Some	2	7	5	14
Know Little	4	6	4	14

Most of these teachers claimed to have some or little knowledge of the system. Some degree of knowledge meant that they could generally explain most, but not all features of the plan. The number of teachers who knew little about the plan was far greater than those who said they were very knowledgeable about the plan.

Use of Extended Contract Days

Teachers were asked how they used their extended days. The most common response was that the extra time was used for grading. Another common response was that the time was spent in classroom preparation as well as in parent-teacher conferences.

The strongest theme to emerge in this area was the idea that teachers were finally being compensated for work they otherwise did on their own time. The teachers were pleased that the district was attempting to provide support, recognition, and compensation for them.

When asked how the extended days portion of the Career Ladder Plan might be improved, three suggestions were most common. The most common suggestion (10) was to let teachers decide on how the time should be spent and, above all, make this time unstructured. This opinion was most strongly voiced by the middle school teachers who worked in buildings where structured activities were scheduled for them during their extended days. Other suggestions were offered as well. Teachers thought that the district should provide additional days at the end of terms (9) as well as add more days (8). Again, the positive way in which teachers viewed the whole concept of extended days plus the negative reaction toward scheduled activities during this time should be noted.

Level Three District Committees

Interviewees were asked if they had served on a district committee and, if so, was it a good experience for them. Those who did not participate were asked if they had wanted to serve. Sixty-eight teachers responded to this question. Out of the 68, 39 served on committees and 29 did not. Several people served on more than one committee. 26 described their committee experience as being good. This comment was highly representative for those teachers who enjoyed their experiences on the committees:

> In ten previous years I've served on similar committees and have not been monetarily compensated. Getting some monetary compensation improves my general outlook and performance. I enjoy giving input as well.

Fifteen individuals thought that their experience was a poor one, while six had no opinion. One teacher, whose response was typical of those who had poor experiences, had this to say about serving on a committee:

> No, it makes work. The committees I've dealt with were things we would have done anyway. It became more elaborate and drawn out just because you were getting money for it... Most committee work is busy work.

Several teachers served on more than one committee. Many stated that their experience on one committee was good while it was poor on the other committee(s). There were no teachers among those who were interviewed who had positive experiences on all of the committees on which they served. There may have been a fatigue factor for these teachers. With their extra committee assignments plus their regular teaching load, they may have been too busy to make the kind of contribution that would have made it a positive experience for them.

Those teachers who did not participate were asked if they had wanted to serve on a committee. Out of 29 interviewed who did not serve, 20 said they would have wanted to, while nine said they did not. Several teachers pointed out that these extra responsibilities were not available to all the faculty--particularly those teachers involved in coaching athletics and drama. Their activities met during times which had been set aside for committee meetings. Because of this scheduling conflict, these teachers could not avail themselves of the career ladder funds associated with district committees. One teacher described the situation this way:

> I would have liked to serve on a committee but coaches have a hard time participating in this ladder except for the initial step because of our time schedule. There is no set up for us to get extra money.

The Selection Process

Teachers were asked to discuss whether the selection process used to determine committee memberships was clear. Responses to this question are summarized in Table 4.3.

Table 4.3

Clarity of the Selection Process

	ELEM	MIDDLE	HS	TOTAL
Yes-Process was Clear	5	4	7	16
No-Process was Not	4	4	14	22
Not Sure	5	7	3	15

The majority of teachers interviewed thought that the selection process was poorly defined and unclear.

Teachers were asked to discuss whether they thought the selection process was fair. Responses to this question are summarized in Table 4.4.

Table 4.4

Fairness of the Selection Process

	ELEM	MIDDLE	HS	TOTAL
Yes-Process was Fair	4	5	6	15
No-Process was not Fair	3	3	13	19
Cannot Judge	6	7	9	22

At the elementary schools, teacher reaction was mixed concerning the fairness of the selection process. The majority of teachers interviewed did not think they had enough information to indicate whether the process was fair. An elementary teacher commented:

> I don't believe there was a selection process of any kind. A new principal came in and basically followed the committees we had in the past.

At the middle schools, teachers were split evenly when asked about the clarity and fairness of the selection process. For those who felt the process was clear and fair, this comment summarizes their thoughts:

> It was very fair. It was announced through the district bulletin, and the first people who applied were taken...

At the high schools, a much stronger and more negative sentiment emerged. By almost a two to one margin, teachers thought that the process was unclear and unfair. Much of this criticism centered around the fact that several teachers were appointed to two or more committees (several teachers did not even apply, yet they were appointed by administrators) while others who applied were not selected for service on any committees. One teacher commented:

> It doesn't appear to have been very clear. It seems to have been very arbitrary. There were no clear-cut criteria.

Another teacher had this to say:

> It's the same people on several committees. I think they picked the people they wanted. They do this all the time.

A concern which emerged in this area was the relatively high number of teachers who, for various reasons, did not understand the process. Either these teachers did not take the time to find out or the dissemination of information was not very effective. In any case clear-cut, uniform guidelines could have helped.

Remuneration for Committee Participation

Those teachers who participated on district committees were paid $10.60 an hour. Teachers were asked whether or not this was a fair form of remuneration for committee participation. Results for this question are shown in Table 4.5.

Table 4.5

Remuneration for Committee Partcipation

	ELEM	MIDDLE	HS	TOTAL
Yes-Fair	21	14	19	54
No-not Fair	6	1	9	16

By more than a three to one margin, teachers approved of this form of payment for service on district committees. Those that did not approve thought the figure was too low. Several of the teachers were extremely displeased with the way in which the district paid out the funds for committee service. One teacher described it this way:

> Well, naturally, $10.60 an hour is a rather low wage considering it is overtime. Then rather than paying with separate checks, the [District] throws it on your paycheck, and $10.60 an hour becomes $5 or $6 an hour. Often the accounting has been sloppy, too.

As was mentioned before however, most teachers were in favor of this form of remuneration. This comment catches the overwhelming positive sentiment.

> Yeah, teachers in the past have had to put time in and not get paid, so this is good.

Teachers were asked about ways to improve this aspect of the district's Career Ladder Program. The responses were quite diverse, yet several clear-cut themes emerged. Seven teachers thought the pay should be increased. Seven teachers thought that wider faculty participation in the committees should be allowed. Wider participation meant accepting for service everyone who wanted to be on a committee. Teachers thought this would spread the money around more fairly as well as allow for more varied input through increased faculty participation. Six teachers expressed concern that the committees were not productive. They thought that the committees might be more productive if the district would provide more direction, focus, and quality control so that the money would be spent in the best possible way.

Level Four Master Teacher Award

As previously mentioned, Level Four is the career ladder step in which a teacher receives $1,000 for exemplary performance. Teachers were asked what they thought of the various dimensions of this level. What follows is an analysis of their responses.

Self-Nomination

Teachers were asked if they favored self-nomination as the primary means of nomination for the master teacher award. The results are shown in Table 4.6.

Table 4.6

Teacher Opinions Concerning Self-Nomination For The Master Teacher Award

	ELEM	MIDDLE	HS	TOTAL
Favor Self-Nomination	7	2	12	21
Do Not Favor Self-Nomination	12	11	14	37
Not sure	4	2	3	9

The data indicate that most teachers do not favor self-nomination as the primary way in which teachers are nominated for the master teacher award. In most cases, those who were against self-nomination expressed strong dissatisfaction with this aspect of the plan. The following comment captures the essence of this dissatisfaction:

> I have strong feelings against it. I'm very much against it. It becomes divisive. One of our finest teachers didn't nominate himself.

Another teacher had this to say:

> If you're an egotist, it's great. It's a terrible way. It puts teachers in a position to publicize and advertise for themselves. It's also semi-degrading.

Those teachers who favored self-nomination viewed this aspect of the plan as a necessary and acceptable means to an end. One teacher had this to say:

> I think it is an excellent idea. Any teacher who feels they are doing a better job ought to nominate themselves. A teacher knows if they are doing a good job.

Another teacher who favored self-nomination brought up the concept of fairness:

> Yes, because you wouldn't nominate yourself if you didn't think you were worthy to get it. That cuts out favoritism for sure.

Several teachers mentioned that peer nomination might be an acceptable alternative to self-nomination. These teachers thought that a peer nomination system would place needed emphasis on the recognition of exemplary classroom teaching skills.

Perceptions Of How Many Teachers Would Receive The Master Teacher Award

Teachers were asked what percentage of the district's teachers would receive the award. They were also asked if this figure was, in their opinion, too high or too low. They were also asked to speculate on what this percentage should be. The results are shown in Table 4.7.

Table 4.7

Percentage of Individuals Receiving the Master Teacher Award

% of Teachers Receiving $1,000

	ELEM	MIDDLE	HS	TOTAL
No Opinion/Don't Know	-	7	15	22
10 Percent	-	2	6	8
20 Percent	-	5	10	15
30 Percent	-	4	4	8
40 to 50 Percent	-	1	1	2

It is necessary to note that under the "No Opinion/Don't Know" category, six HS and three MS teachers (total of nine) did not know how many teachers would receive the master teacher award. Nine HS and four MS teachers (total c̃ 13) had no opinion or did not care to comment on what the percentage of teachers receiving the award should be. Most teachers thought that roughly 20% of the faculty would receive the master teacher award, which was close to the actual original figure.

Teachers were also asked whether they thought the number of teachers who would receive the master teacher award was too high or too low. Responses to this question are summarized in Table 4.8.

Table 4.8

Number of Teachers Receiving the Master Teacher Award

	ELEM	MIDDLE	HS	TOTAL
Too Low	12	9	18	39
Too High	3	1	1	5
Just Right	2	1	2	5

The data indicate that most teachers thought that somewhere between 15% to 35% of the teachers in the district would receive the award. The above figures indicate that the majority of teachers in the district think the percentage of teachers receiving the $1,000 was too low.

When asked what the percentage of teachers receiving the $1,000 award should be, fewer teachers were willing to commit to a particular percentage. The results are summarized in Table 4.9.

Table 4.9

Number of Individuals that Should Receive the Master Teacher Award

	10%	20%	30%	40%	50%	60%	80%	100%	Against quotas
ELEM	-	-	-	-	-	-	-	-	-
MIDDLE	1	0	0	0	4	0	2	5	0
HS	0	3	3	1	2	1	6	2	2
TOTALS	1	3	3	1	6	1	8	7	2

The data suggest a discrepancy between what teachers think is happening and what they would like to see happen. Most teachers interviewed expected that between 10% and 30% would receive the award while many teachers thought that 50% and 100% should receive it. This phenomenon relates back to the fact that orginally, $100,000 was set aside for this step in the career ladder and that 100 teachers in the district would receive the award. With approximately 560 teachers in the district, this would mean that less than one fifth of the teachers would qualify. Many teachers felt that in terms of the criteria being used to evaluate master teachers, there were more than 100 master teachers in the district. In fact, 80% was the most common figure suggested for the number of teachers who should receive the award. This reflects strong teacher sentiment that not enough teachers would be recognized at this step of the district's Career Ladder Plan.

Role of the Principal In The Selection of Master Teachers

The principal at each school played a central role in the selection of those teachers who receive the $1,000 award. Teachers were asked if they thought this was a good idea. Results are shown in Table 4.10

Table 4.10

Teacher Opinions Concerning the Central Role Assumed by the Principal in Career Ladder Evaluations

	ELEM	MIDDLE	HS	TOTAL
Yes-Good Idea	8	9	11	28
No-Not a Good Idea	8	3	12	23
Depens on Type of Principal	7	2	0	9
Better Done by Committee	5	1	8	14

In general, teachers were hesitant concerning the principal's central role in the selection process. In the middle schools, however, teachers were more positive concerning the principal's central role. The elementary and high school teachers interviewed were evenly divided on this issue. There were a number of teachers (8) in the high schools endorsing the idea of a central committee being organized to make master teacher selections. It should be noted that because of district personnel changes, all principals were new to their buildings this year. At the time of this writing, it was difficult to ascertain what the effects of these changes have been.

Those in favor of the principal having a central role in the selection of master teachers are represented by this comment:

> Yes, it's an excellent idea. He should be the pilot and master of the ship...He should be able to say if people are supporting the goals he has set up.

Those in favor of a centralized committee rather than one individual playing a central role in the process responded in this manner:

> I think he should be part of it but not the only voice... I really don't think he had the expertise in every subject matter to be the only voice.

Another point must be made. Several teachers stated that they had never been visited in their classroom by a principal for this evaluation even though an evaluation was supposed to have taken place. These teachers (and others) had serious doubts about how this evaluation process was being implemented. One comment sums up their concerns:

> The evaluation process this district has is fair and adequate for weeding out bad teachers. It is not adequate for finding superior teachers...I've never had a principal in my classroom.

Criteria Used To Evaluate Level Four Master Teacher Applicants

A form sheet was developed by the career ladder planning committee which embodied the criteria used to evaluate Level Four nominees (see Appendix 4-3). Each nominee was ranked on a scale of one to ten with one being lowest and ten being highest. The nominee's rating consisted of his/her total number of points awarded by the evaluator. The highest possible score would be 100. Teachers were asked what they thought of these criteria. Results are shown in Table 4.11.

Table 4.11

Criteria Used To Evaluate Level Four Nominees

	ELEM	MIDDLE	HS	TOTAL
Positive Reaction	16	6	8	30
Negative Reaction	2	0	13	15
Mixed Reaction	8	9	5	22

In summarizing the results from this question three themes emerged. First, several teachers mentioned that they had never seen the evaluation criteria. These teachers thought this was a mistake and that they should have been given guidelines on how they were going to be evaluated. Secondly, most teachers found fault with the evaluation procedure and not the form itself. One teacher commenting on the form said this:

> Overall, this is a fine form, and these are things a good teacher should follow.

Many teachers again mentioned during the interview that they had never been observed. Others said that not enough time was spent evaluating them. One teacher commenting on the form had this to say:

> No one can evaluate my teaching this closely. These are all basic things to teaching. There's nobody who's been in my class enough to evaluate me. Unless they've been in my class a week they don't know what I'm doing.

Another teacher in one of the high schools responded this way:

> This doesn't mean anything to me. How can you judge what these categories mean? How can you judge these things in one twenty minute visit?

A third theme which emerged from teacher responses was a concern surrounding an overemphasis in the evaluations on classroom appearance and rapport with parents. This comment catches the concern expressed by teachers:

> Much of this strikes me as a 'please let's have good public relations...let's have a nice showy classroom, well decorated, let's get along with children...'It seems that competence as a teacher is underplayed.

Several teachers expressed grave concerns about the way in which administrators were filling out the evaluative forms. Many of those teachers who expressed mixed reactions liked the criteria and the evaluation form but questioned the procedure used in completing the form. Persistent rumors emerged that principals were simply giving all of their teachers tens in an effort to make their school look best in the final evaluations. Several teachers confirmed these rumours but did so with the stipulation that they not be identified. They were clearly concerned that they might be punished in some way. Regardless of whether these rumors are true, it does point out that teachers thought improvements had to be made in the methodology of evaluating nominees for Level Four.

Anonymous Input From Parents

Parents could place anonymous input into a Level Four nominee's file. Teachers were asked whether they thought this was a good idea. Their answers are shown in Table 4.12.

Table 4.12

Teacher Opinions Concerning Anonymous Input From Parents

	ELEM	MIDDLE	HS	TOTAL
Approve	13	0	1	14
Do Not Approve	9	9	13	31
Mixed Feelings	6	8	16	30

Note. Under the heading of "Mixed Feelings", many of these teachers did not mind parental input as much as they minded the notion of the input being anonymous.

For those teachers interviewed, a very strong sentiment emerged against parents being allowed to provide anonymous input into a nominee's file. The fact that the input is anonymous seems to have been what teachers objected to most strenuously. This comment is quite representative:

> I surely think if they are going to have something put into my file, I should know who said it, and I should have a chance for rebuttal.

Principal Evaluations Are Not Shared with Level Four Nominees

Principals were required to complete the evaluation form previously discussed. The district's career ladder planning committee decided that these evaluations would not be shared with nominees. Nominees were required to sign a waiver upon submitting an application which indicated that they were aware of this fact. Teachers were asked what they thought of this procedure. The results are shown in Table 4.13.

Table 4.13

Attitudes toward Waiving the Right of Access to the Career Ladder File

	ELEM	MIDDLE	HS	TOTAL
No Problems	4	5	2	11
Want Access to Files	20	10	26	56

Once again, those teachers interviewed seemed to be quite unhappy with the way the district organized this component of the Career Ladder Plan. This sentiment seemed to be stronger in the elementary schools and high schools where 46 of 52 teachers interviewed did not approve of the principals' evaluations being kept secret from the nominees. Many comments in this area were quite strong, for example:

> What's the use of evaluation if you don't find out what you are doing well and what you need to improve. It's the most inane, stupid approach I've ever heard... it's dumb.

One of the high school teachers had this to say:

> Obviously it's a craven and cowardly act on the part of the administration...They were afraid of the heat they might receive.

A more moderate response was:

> Golly, I think he has a right to a certain amount of privacy with his evaluation. However, if I was an applicant, I'd certainly want to know why I wasn't selected.

Those who agreed that the principals' evaluations should be kept secret responded like this:

> It's fine with me...I don't think we have time for a principal to be challenged on every evaluation he does.

The data reflect strong teacher sentiment that this aspect of the application process for Level Four should be changed.

Identity of Teachers Chosen for Level Four Award Is Kept Secret

The district's career ladder planning committee decided that the names of those teachers who ultimately receive the $1,000 award for exemplary performance would be kept secret. Teachers were asked what they thought about this aspect of the career ladder plan. Results are seen in Table 4.14.

Table 4.14

Confidentiality Surrounding Recipients of Level Four Funds

	ELEM	MIDDLE	HS	TOTAL
Agree with Policy	8	4	1	13
Disagree with Policy	15	5	20	40
Mixed Reaction	2	3	5	10
No Opinion	3	2	2	7

By more than a three to one margin, teachers did not agree with this aspect of the career ladder plan. Again, opposition seemed strongest in the elementary schools and the high schools. As with the previous category, most teachers were vehement in their disagreement. Consider this comment which was quite representative:

> What's the purpose of this? Who are our master teachers... If this is to provide us role models, who's to be the model? I think it is a farce!

Other words and phrases used by teachers to describe their thoughts concerning this aspect of the program:

> Horrendous...terrible...preposterous...there isn't a worse program...morally wrong...breaks legislative intent.

Teachers who favored keeping this information secret made comments like this one:

> It's a two-edge sword...It's nice for everyone to be known, but then parents would all want that teacher.

Other teachers thought that making the names public would create unhealthy competitive situations for teachers. A teacher who thought this said:

> I think it is a necessity to avoid pitting teacher against teacher.

Teacher Participation In the System

Teachers were asked if they were going to apply for career ladder positions during the 1985-86 school year. Responses are summarized in Table 4.15.

Table 4.15

Future Partcipation in the Career Ladder PLan

	ELEM	MIDDLE	HS	TOTAL
Committees				
Yes	15	9	5	29
No	11	1	0	12
Master Teacher				
Yes	9	6	6	21
No	15	5	16	36
Plan Must Change First	6	6	4	16

The results show that teachers interviewed thought more positively about service on district committees as opposed to applying for the Level Four master teacher $1,000 award. Of the 41 teachers who responded to the question concerning committee participation, 29 indicated that they would apply for a district committee for the 1985-86 school year. The teachers who responded to the question concerning the Level Four award indicated greater reservations about applying in 1985-86. Most took a wait and see attitude. Consider this comment:

> Not unless there are a lot of changes. Open up the files for one thing and have a different kind of evaluation system.

A negative attitude toward Level Four was particularly evident in the high schools where 16 of 22 teachers interviewed indicated they would not apply for the $1,000. Several were quite strong in expressing their thoughts. Several comments like this one were voiced:

> No. I absolutely will not. I want nothing to do with this system as it exists. It's immoral and unethical.

There were several responses like this one:

> No. I don't have a good feeling about it. I don't think I have to degrade myself by soliciting letters or playing a game. The money doesn't mean that much to me.

One teacher who applied but was not accepted for a committee position had this to say:

> I'm going to keep applying to these committees until I find out why I'm not on them. I think I have valuable input--I really do.

Teachers who thought they would apply for career ladder positions in 1985-86 had various reasons. This response is quite representative of the major reasons teachers had for wanting to apply:

> More than likely...There are financial reasons, and I'd like the recognition from faculty members.

Financial reasons, recognition from other professionals in the schools, and the chance to lend input into the system emerged as the major reasons teachers gave for wanting to apply for career ladder positions for 1985-86.

Effects of the Career Ladder Program on Professional Relations

Teachers were asked to discuss their perceptions of the effects of the career ladder system on relationships among teachers. A total of 70 responses were given to this question. Forty-three of the respondents indicated that the system was having negative effects on relationships among teachers. Only two teachers indicated an awareness of positive effects from the system. A teacher from the high schools had this to say:

> It's negative. I see people wondering, mistrustful...
> It's divisive.

Seventeen teachers indicated that they did not perceive negative effects at the time of the interview, yet they thought there could be negative effects after the 1984-85 school year. Many of these teachers responded this way:

> Not now, it's too early...There has been talk...I wonder who is on the committee. I wonder who applied. I suspect when we come back in the fall, there are going to be questions asked. I don't think it will be good.

Six teachers indicated that they perceived minimal to no differences as a result of career ladder implementation. Most of these teachers thought that everyone was going about their business as usual.

Effects on Relations Between Teachers and Administrators

Teachers were asked if they perceived changes in the way they were relating to administrators. The majority of teachers perceived minimal to no differences occurring in these relationships. Out of 70 teachers who responded to the question, 38 perceived no differences. Comments like this one were quite common:

> Not in my building. I think it's because no one is going around with a clipboard writing you up on this and that. Our administration has been very good at standing distant.

Twenty-one teachers who did notice differences in relations between teachers and administrators thought that there had been more ingratiating behavior. A minority of teachers thought that the district's Career Ladder Plan merely exacerbated an already poor situation. One teacher said this:

> ...They've always related poorly and it will continue.

Five teachers thought that it was too early to assess the impact on relations between teachers and administrators.

It was interesting to note that the majority of teachers thought that clear differences emerged in the way they were relating to each other, yet they perceived few differences in their relationships with administrators. This seems unusual particularly in light of the strong sentiment expressed concerning the way administrators were required to evaluate teachers for career ladder positions.

Relations Between Career Ladder Teachers and Non-Career Ladder Teachers

Many teachers found this question difficult to answer. Out of 70 respondents, 15 could not answer or thought that differences in relations would be apparent only after the 1984-85 career ladder promotions were made public. Consider this comment:

> We don't know who the career ladder people are, so at this point we are getting along fine. However, [jokingly] if we do find out who the career ladder people are, we'll have to have separate faculty lounges.

Thirty-one teachers thought that there were minimal or no effects on relations between career ladder and non-career ladder teachers. Most teachers thought that because they were professionals, they would be able to put any differences aside. One of the high school teachers had this to say:

> I personally know who they are [the career ladder teachers], and I don't see any differences.

Ten teachers thought that there were clear differences between career ladder and non-career ladder teachers. Not a single teacher interviewed thought that any positive effects had surfaced in this area. Many of these teachers commented on the differences between teachers. One of the high school teachers had this to say:

> It's divisive. There are a number of teachers who would be logical candidates but they didn't apply because of their principles about career ladders. When they see less competent people getting $1,000, it will cause problems.

These results suggest that the teachers interviewed do not perceive the district's Career Ladder Plan as being a positive influence on relations among teachers.

Effects On Teacher Esteem and Morale

Teachers were asked if the presence of the career ladder system and any recognition coming from the system had affected esteem, morale, or contribution. Most of the teachers thought that morale had been impacted most. Questions regarding esteem and contribution resulted in many varied responses. Comments concerning the overall effects on morale, esteem, and contribution are shown in Table 4.16.

Table 4.16

Effects of the Career Ladder Plan on Self-Esteem and Morale

	ELEM	MIDDLE	HS	TOTAL
No Effects	14	7	10	31
Positive	3	0	1	4
Negative	10	2	6	18

The results indicate most of the teachers interviewed thought that few effects if any were readily visible. Eighteen teachers thought that morale had been effected negatively. Only four teachers interviewed thought that morale had been effected positively. Regarding morale, many teachers responded in this way:

> It's been a negative effect on morale and self-esteem because of the secrecy aspect.

Several teachers were quite angry with the effects of the system on their morale. One of the high school teachers had this to say:

> If I were not to receive career ladder money for being a meritorious employee, when they come to me next year and want me to do the same (extra service work) I've always done, I'll tell them to go find one of the meritorious teachers. I'll be damned if I'm going to do that kind of extra work.

Suggestions For Improving The System

At the end of the interview, teachers were asked to discuss any improvements they might make in the system. Responses were quite variable, yet several themes emerged. These themes are listed according to frequency with which they were suggested.

1) Twenty-four teachers thought that all secrecy should be eliminated from the system. This included posting who was on committees, who received money, as well as going over administrator evaluations with Level Four nominees. 2) Nineteen teachers thought that a quota sytem for determining how many teachers can qualify for master teacher was counterproductive. They endorsed the idea of giving monetary awards to all teachers who are performing well. 3) Sixteen teachers indicated that career ladder files should be open for review by teachers. 4) Fifteen teachers thought that the entire system was dysfunctional and should be discontinued as soon as possible. 5) Twelve teachers thought that the evaluation process and the criteria by which nominees were judged should be spelled out more clearly. Recommendations included setting specific, clear standards for what a master teacher is plus a clarification of how this person is chosen. 6) Twelve teachers thought that more money should go into the extended days portion of the district's Career Ladder Plan. 7) Nine teachers suggested that peers be allowed to participate in the evaluation process. They also suggested that teachers be consulted more concerning the development of evaluative criteria. 8) Seven teachers thought that the individuals who perform the evaluations should be more accountable. These teachers wanted more visits made by these evaluators. The number of visits was variable, ranging from three to seven with an average of about four. 9) Five teachers thought that the evaluative tool needed more work in the form of fine

tuning and deemphasis of physical environment evaluation.

Other recommendations were made. These included: use the extra money to raise the base salary schedule rather than fund career ladders, spread the committee assignments around more fairly, change the term "Master Teacher," pay teachers to take refresher classes, use career ladder money to reduce class size, provide training for evaluators, be more selective and careful about which parents are chosen to give evaluative input, eliminate parental input, involve students in the evaluative process, and use a ballot and have all teachers vote for master teachers rather than a self-nomination process.

In summary, teachers were quite pleased with the extended days portion of the Career Ladder Plan. Reaction to the district committees was mixed but far more favorable when compared to the master teacher component of the plan. In this area, teachers were negative concerning the district's Career Ladder Plan. They resented the secrecy, and many thought they were not given ample opportunity to contribute ideas to the development of the program--particularly in the area of the evaluation process for Level Four nominees.

CHAPTER FIVE

SUBURBAN DISTRICT CAREER LADDER DEVELOPMENT CASE STUDY

General Description

This district is one of the largest in the state; it is also one of the fastest growing. While situated near an urban area, the district encompasses a wide range of community types from urban to bedroom to rural. The 59 schools in the district employed approximately 2,400 teachers during the 83-84 school year, while the 84-85 student population was approximately 57,000. The population is described as being stable, but several of the schools are in a transitional phase going from predominantly rural populations to suburban communities. The primary source of income for residents is mixed while the racial mix for the district is 94.8% Caucasian.

Given the proximity to a major urban area, there are excellent opportunities for post-secondary education, and many of the teachers have pursued post-graduate degrees. Generally, there is a positive response to education and teachers within the community, although salaries are somewhat lower than the state average. Faculties at the individual schools vary widely. Some of the schools are new and accordingly have rather young teachers, while others are established with older teachers.

The Career Ladder Plan

While the district as a whole adopted a specific Career Ladder Plan, three schools in the district were allowed to develop their own pilot programs. The remainder of this case study will focus on the three pilot programs, one each at the elementary, middle, and secondary levels. These were established separately and were tailored to individually meet the needs of the particular school.

The High School Pilot Program Planning Process

The high school participants felt that in most districts, career ladder money resulted from doing additional work rather than as a reward for quality teaching. They disagreed with this philosophy, thinking that teachers should not have to accept "part time work" to earn the extra money. Additionally, they felt that teachers need not provide lengthy documentation of new programs to justify the pay increase. They chose instead to let teachers evaluate other teachers, and those who were chosen as master teachers would be paid accordingly. No additional work would be required -- recognition and rewards would be given for the level of excellence already attained. Another point of consideration in developing the plan was the need to avoid creating competition among the faculty members. They wanted a plan that would create a supportive environment. They also felt it was important to eliminate quotas -- everyone was eligible to participate in the pilot Career Ladder Plan if they fit tha criterion established. Once this philosophy was established, the specifics of designing the Career Ladder Plan were addressed.

A well-rounded steering committee was selected which represented all the faculty areas. Members were chosen by the staff -- each teacher had an opportunity to nominate three people to serve on the committee, and the 12 top vote getters became the representatives. These 12 individuals were joined by one administrator to form the steering committee.

The initial responsibility of the steering committee was to meet during the summer and set up guidelines for the school's Career Ladder Plan which were then voted on in the fall by all the teachers. There was much agreement within the committee and a considerable amount of communication with the rest of the staff during the entire career ladder formation process. The principal was seen as a strong and fair leader who was able to sell the pilot project idea to the rest of the staff. Much of the administrative and follow-up work (scheduling, organization, etc.) was handled by the principal.

Because of time constraints, the plan came together quite fast. Each representative on the committee was given assignments, and they would in turn gather information and then report back to the rest of the committee. Initially, this did not involve more than 10 to 15 hours of actual committee meeting. The committee was divided arbitrarily into two teams, one designed the ladder and the other designed the pay scale. They continued to meet throughout the school year to evaluate and update their plan, and this involved an additional 20 to 25 hours of work.

From the very beginning the plan was well received by the staff. In order to initiate a pilot Career Ladder Plan, they needed 90% cooperation of the staff, and this early level of agreement continued into the design and implementation phases of the program.

Initially, the issue to crystalize most quickly was that of the peer evaluation. This was well received by most everyone, but the consequences of this evaluation created one of the more difficult issues -- that of having time to do the evaluations and the committee meeting after the evaluation. This was hard to set up, but they chose to stick with their decision because the teachers preferred having the input.

During the early stages of the construction of the plan there was no input from the community, including parents. But, their response has been favorable.

The Middle School Pilot Program Planning Process

The general consensus at the middle school was dissatisfaction with other plans in the state, and the staff felt they could develop a better plan which would be more appropriate for their particular school. The prevailing philosophy was that the pilot program should involve the entire staff working toward common goals (school discipline improvement and scholastic progress). Additionally, there should be some sort of administrative evaluation of each teacher and an optional area for individual and/or team goals. Voluntary participation was an important factor with all teachers being eligible. A majority of weight should be placed on the individual goals, where the teacher has the most control and where the actual teaching occurs. Teachers would also be able to design their own plan to coincide with their classroom needs. They also felt the term "merit pay" was more appropriate than the term "career ladder" -- and chose to design their plan accordingly.

The steering committee, which consisted of the principal, assistant principal, teacher specialist, and six teachers was selected by the principal. The principal was a key participant and viewed by the teachers as being competent and fair.

While a management consultant did make a presentation on productivity in conjunction with the development of the plan, 99% of the plan was established by the school people. Roughly 30 hours of meetings were involved in the summer, and an additional 30 hours of time was involved once school was in session.

Each steering committee member was assigned to represent and meet with other staff members, and all staff members were included in one of these groups. This allowed for a high degree of communication to occur and eliminated some of the resentment the non-participating teachers may have felt about the plan. Therefore, the plan was viewed as being fair. The committee was quite flexible even after the plan was underway. Expression of opinions was always encouraged and changes were made, keeping the process an open one to which everyone had access. Additionally, the principal encouraged everyone to participate and gave people options on how to communicate with him.

Everyone had an equal vote on the committee, and the input from various areas was balanced. While there were no parents on the committee, they ended up being supportive, and, in retrospect, this was one oversight that the participants felt should be changed.

There were no easy planning issues -- the entire process was long and arduous. The fact that there would be voluntary participation and that all teachers would be eligible promoted a high degree of morale early in the planning stages. A difficult issue to resolve was that of the evaluation process. Since the balance of the career ladder money was based on evaluative evidence, there was a great deal of discussion as to what areas should be evaluated, who would do the evaluation, and what was important. This led to feelings of apprehension on the part of many of the teachers.

The Elementary School Pilot Program Planning Process

In setting up the Career Ladder Program at the elementary school, the prevailing philosophy was that teachers should be able to tailor the program to fit the needs of their individual classrooms. They wanted to maintain local control over the schoool's pilot Career Ladder Plan instead of having unknown individuals making decisions for them. They wanted to base their Plan on the existing skills the teachers had rather than trying to develop new projects. The vague criteria they used were helpful, allowing the teachers to be specific and to define their own goals. All teachers would be eligible, but the Plan was voluntary, and one could participate in either part or all of it.

The steering committee consisted of the principal, teacher representative, and two parents (considered to be influential people). There were few conflicts and much consensus on the committee, resulting in an open process of communication. The members were respected, and they had good communication with the rest of the staff. There was also a strong desire on the part of the teachers to see the plan succeed. By designing their own plan they had a greater level of personal investment than they would have had by accepting the district plan. Also, the principal was seen as fair and viewed as a strong evaluator in the past, and the staff was comfortable with this individual's working style.

Phase I of the development of the evaluation criteria consisted of distributing a questionnaire to each family, staff member, and the principal. Individuals were asked to list as many things as they could that made an exceptional teacher. They were also asked to list things teachers had done in the past that made a significant difference in the learning success of a child. This was done in July of 1984, and 89 out of 520 questionnaires were returned. All responses were anonymous and obviously voluntary which resulted in greater cohesion and cooperation. From these initial 89 responses 20 criteria categories were determined. During Phase II, in August, a second questionnaire was sent out asking the same 520 individuals to prioritize the 20 criteria. In Phase II, 132 responses were received, and three separate rank orders representing the teachers, parents, and principals responses were formed. These were weighted and averaged to obtain the final rankings. From this, the final six evaluative criteria listed below were obtained.

1. Enhances the development of the child's self-image and self esteem.

2. Exhibits personal characteristics and qualities conducive to helping children learn.

3. Develops a strong reading, language arts and mathematics program.

4. Creates an exciting, motivating learning environment.

5. Emphasizes problem-solving and higher level thinking skills in instruction.

6. Adapts teaching style to individual needs and learning styles.

This method of obtaining structured input ensured that everyone had an equal chance to respond via the questionnaires. The parents also had input which enabled them to identify their goals, and this, in turn, educated the teachers as to their wishes. This had the additional benefit of enhancing public relations and it gave positive parental support to the teachers.

Interview Questions Asked In All Three Schools

Though there were major differences between career ladder programs at the three schools, teachers at each of the three schools were asked similar evaluative questions across levels. The interview questions may be found in Appendices 5-1 (pilot elementary school), 5-2 (pilot middle school), and 5-3 (pilot high school). These questions and the teachers' responses are reported below.

Teachers at each of the schools were asked how many years they had been in the teaching profession as well as how many years they had been teaching in the district. Results are shown in Table 5.1.

Table 5.1

Total Number of Years Teaching

	ELEM		MIDDLE		HS	
	Mean	Median	Mean	Median	Mean	Median
Total Years	9.2	10.0	13.5	10.0	12.3	11.0
District Only	4.3	5.0	--	--	9.4	9.0

Note. All teachers (Means only) Total Years Teaching = 9.2

Several interesting facts concerning these schools emerge from the demographic data. There were a high percentage of male teachers in the elementary school. This was reflected in the interview sample. Out of 14 teachers interviewed in the elementary school, three were females and 11 were males. A team teaching approach is used in the elementary school as well.

The middle school teachers had been, on the average, in the teaching profession longer than teachers in the other schools. This school is also the most rural of the three schools.

The high school teachers had, on average, longer tenure in the district. Three teachers interviewed had 18 or more years teaching experience in the district.

Reactions Of Teachers To The Planning Process

Teachers were asked about the planning process and its effect on the Career Ladder Plans in their schools. Results are summarized in Table 5.2.

Table 5.2

Teacher Reactions To the Planning Process

	ELEM	MIDDLE	HS	TOTAL
Positive Reaction	13	8	7	28
Too Much Work	1	0	2	3
Mixed Reaction	0	1	2	3
No Response	0	5	0	5

These results show that by an overwhelming margin, nearly six to one, teachers in the target schools thought that the outcome of the planning process was positive. An elementary school teacher said this:

> The fact that we wrote it did a lot for our faculty.
> It brought us closer together.

This comment was made by a middle school teacher:

> We were optimistic that we could do something significant.

One of the high school teachers said this:

> Generally, we were excited not to be locked into what the district was doing.

Another high school teacher commented:

> This is a pretty cohesive school, and everyone felt if we set it up properly it could work and not hurt feelings.

The overwhelming positive sentiment expressed by teachers in all three schools must be noted. The involvement of teachers from the start plus the willingness displayed by the planning committees to solicit teacher input as the process went on appeared to be major factors related to this positive outcome.

As previously mentioned, one of the unique features of this district is that each school created its own career ladder system. Teachers were asked to discuss their thoughts as to why their school developed its own system. Their responses are summarized in Table 5.3.

Table 5.3

Reasons for Developing Unique Systems

	ELEM	MIDDLE	HS	TOTAL
Disliked District's Plan	12	8	7	27
Better Opportunities For School's Teachers	1	7	5	13
Strong Administrator Desire To Work Out Ind. Plan	1	0	4	5
Sense of Adventure/Challenge	0	3	0	3
Do Not Know/Other	0	1	1	2

The results indicate a strong, if not overwhelming, perception by teachers that they would be better off if they developed their own programs. Sentiment was quite strong against a preliminary plan developed by the district. An elementary teacher said this:

> The district's plan was so bad we didn't have anything to lose.

Another elementary teacher said this:

> We didn't want to lose our cohesive staff environment by adopting the district's more competitive plan.

A middle school teacher described the district's plan this way:

> Basically, the district's career ladder plan is so negative. They only reward one teacher when so many are deserving. Programs like that cause animosity. We were motivated to do a program that would offer more choices.

In the high school, several teachers commented on the initiative displayed by the principal as well as the opportunity to create their own plan:

> Our principal was willing to put in the time to make it work. We could control our destiny. We knew we had more than six good teachers.

Another high school teacher said this:

> Our principal could see the possibilities of developing our own plan. He knew he had a faculty he could work with. There was a monetary incentive as well, because a pilot school got more.

This information, when combined with the results of the previous question concerning teachers' reactions to the planning process, tends to support decentralized career ladder planning. An even stronger case may be argued for incorporating maximum teacher input into the career ladder planning process.

Teachers were asked to recall if their school made the decision to create its own career ladder plan before or after the district released its preliminary plan. The answers to this question are summarized in Table 5.4.

Table 5.4

When Was the Decision Made to Create The Plan?

	ELEM	MIDDLE	HS	TOTAL
Before the District Plan was Formulated	0	0	0	0
After the District Plan was Formulated	14	10	6	30
Unsure	0	4	6	10
Other/No Answer	0	0	1	1

The results indicate that, while some teachers were not sure whether the district had formulated a Career Ladder Plan before the schools decided to plan their programs, most teachers thought their schools developed their own programs after the district Plan had been formulated.

Process By Which Teachers Were Selected To Participate

Teachers were asked to describe the process by which they and their colleagues were chosen to participate in their schools' Career Ladder Programs. The responses are summarized for each school.

In the elementary school, all 14 respondents indicated that they were offered a voluntary contract. This contract was open-ended and requested that teachers address the six criteria established in their own personal way. Upon choosing to sign the contract, the teacher would be required to meet the criteria established (see Appendix 5-4) as well as fulfill a series of self-devised goals.

In the middle school, a similar system existed. All 14 respondents indicated that they were offered a voluntary contract. Upon signing the contract, the teachers were required to submit a proposal which outlined their teaching goals.

In the high school, ten teachers said that each applicant filled out an application and then decided which of the five steps they wished to qualify for. Three teachers described the process as being an open process where everyone with at least one year of teaching experience was eligible to apply. The common themes in the responses of high school teachers were that everyone could apply and that each teacher was given the opportunity to choose what level of the plan they wished to apply for.

The Selection Process

Teachers were asked if they thought the selection process used in their school's career ladder program was clear. Their answers are summarized in Table 5.5.

Table 5.5

Was the Selection Process Clear?

	ELEM	MIDDLE	HS	TOTAL
Yes-Clear Process	11	13	8	32
No-Vague Process	0	0	3	3
Unclear at First/				

Table 5.5 cont.	ELEM	MIDDLE	HS	TOTAL
Became Clear Later	3	0	0	3
Unsure/No Answer	0	1	1	2

These results indicate that by more than a ten to one margin, the teachers who were interviewed thought that the selection process was clear. Most teachers indicated that they understood what they were required to do in order to submit their applications. One of the high school teachers said this about the process:

> The process is quite clear. Each person received an application, and it indicates what is needed for each level using the ladder--how long you taught, how much education, etc.

An elementary teacher described the process this way:

> It was very clear. I understood right from the beginning. The program is very simple.

Only three of the 40 respondents indicated that the process was unclear. These three responses came from the high school. One of those teachers said this:

> Some of the things were a little ambiguous. I would have applied for Level Five had it been clearer that I was eligible to apply.

Teachers were also asked to discuss whether or not they thought the selection process was fairly executed. Answers to this question are summarized in Table 5.6.

Table 5.6

Fairness of the Selection Process

	ELEM	MIDDLE	HS	TOTAL
Yes-Fair Process	13	14	8	35
No-Not Fair	1	0	2	3
Unsure	0	0	2	2

Once again, the majority of teachers interviewed thought that the process was fair. 35 of the 40 teachers interviewed thought that the selection process was fair. A high school teacher said this:

> Basically, you got the level just by evaluating yourself.

An elementary school teacher who did not think the process was fair commented on the plan:

> It's not fair. The criteria are too difficult for some program staff to meet.

Political Undercurrents

Teachers were asked to discuss whether they perceived any political struggles occurring in their school as a result of career ladders. The teachers' answers are summarized in Table 5.7.

Table 5.7

Attitudes Toward the Presence of Political Undercurrents

	ELEM	MIDDLE	HS	TOTAL
No Major Struggles Occurred	11	13	11	35
Minor Problems	3	1	1	5

The results indicate that the vast majority of teachers thought that no major problems with polititcal pressure and/or infighting occurred. There was a small degree of concern on the part of several elementary teachers regarding the role of a consulting company in the career ladder process. One of these teachers said this:

> ...Only the decision about the consulting company joining the project. They work on success and job satisfaction, and we decided not to include them...

A teacher who thought that a degree of political pressure existed at the elementary school level said this:

> There were a couple of strongly opinionated and vocal people on the committee who wanted no extra work and, they influenced the group.

Most teachers responded in this manner:

> Our plan eliminated most potentials for political undercurrents because favoritism is not an issue.

When examining the responses obtained from these teacher questionnaires, it appears that the teachers interviewed thought that the selection process was clear, fair, and workable. Teachers understood what was required of them to participate in the program by an impressive ten to one margin. By a similar wide margin, teachers also thought that their applications for career ladder positions had been fairly evaluated. An even larger majority of teachers interviewed thought that the selection and planning processes were free from political undercurrents. These impressive results provide additional support for the methods used by these schools in developing their career ladder plans--decentralized career ladder planning and extensive teacher input into the planning process.

Effects of The Career Ladder Program on Professional Relations

Teachers at the three schools were also asked to comment on any changes in the way teachers related to each other as a result of career ladders. The results are summarized in Table 5.8.

Table 5.8

Effects of Career Ladders on Relations among Faculty

	ELEM	MIDDLE	HS	TOTALS
Positive Effect	9	2	5	16
Negative Effect	1	2	1	4
No Effect	4	5	5	14
No Answer/Other	0	4	1	5

The results indicate that two perceptions were most common among the teachers interviewed. One perception was that the effects on relationships between teachers were positive. The other common perception is that relations were not changed much as a result of career ladders. Only four out of 39 teachers interviewed thought negative effects were apparent. A teacher who thought that relationships between teachers had improved said:

> As far as I know, it has all been positive. We feel good about the program. It hasn't changed our feelings or attitudes about each other. We work just as well as we did before.

Another teacher said:

> Ours strengthened good relationships and developed new ones. It was really a great experience to get out and appreciate other departments.

A teacher who thought that no differences in relations had occurred said:

> I don't see any difference. We have always been a fun, close school and nothing has changed that.

This comment was made by another teacher who perceived no real differences in relations:

> We are all getting an equal share, so no problems.

Only four of the 39 teachers interviewed thought that the career ladder brought on negative effects in relations among teachers. These teachers objected to other teachers comparing notes and discussing their evaluations--something that was supposed to be private. A teacher said this:

> We have some teachers comparing marks in a non-professional way. This bothered the administration. It made the evaluation like a contest.

Another teacher said:

> There has been some anxiety and an undercurrent of teachers feeling that some teachers are going overboard with goals and documentation. We were urged to keep it simple, but some teachers have gone all out.

Unlike elsewhere, the teachers in these schools indicated that the career ladder program has had positive effects on relations among faculty members.

Effects on Relations Between Teachers and Administrators

Teachers were asked whether they perceived any changes in the way teachers and administrators were relating to each other as a result of career ladders. Answers to this question are summarized in Table 5.8.

Table 5.8

Effects on Relations between Administrators and Faculty

	ELEM	MIDDLE	HS	TOTALS
Positive Effects	2	1	5	8
Negative Effects	0	0	0	0
No Changes	7	13	7	27
Unsure/Other	5	0	0	5

Note. Due to time constraints, five teachers were unable to respond to the question.

27 of the 40 teachers interviewed perceived that no changes occurred in relations between administrators and teachers. Not one teacher interviewed thought that relations between administrators and teachers had deteriorated in any way. Most of the comments were like this one:

> No change. We have worked with our administration before. Nothing new is going to come up.

Teachers were asked whether they perceived differences between career ladder teachers and non-career ladder teachers. Teachers in other districts have indicated that there were perceived differences between these two groups. Most have also indicated that divisive feelings exist among teachers in these schools.

In these schools however, the clear, overwhelming response from teachers was that the question of differences between career ladder teachers and non-career ladder teachers is simply not an issue. The reason for this is that all of the teachers in the schools, with the exception of first year teachers in one school, were eligible to apply. Participation in the plans was strictly voluntary, and each of the schools decided against using any type of quota or competitive scheme for distributing career ladder funds. Only one teacher interviewed thought that negative or divisive effects between teachers were present. Even in this case, the teachers excluded from the plan were described as being more upset with the fact that they were not eligible for career ladder compensation. The impact of this sentiment on relations was described as minimal.

Effects on Teacher Esteem and Morale

Teachers were asked to describe their perceptions of how their self-esteem, morale, and/or contribution to their schools had changed as a result of career ladders. Their answers are summarized in Table 5.10.

Table 5.10

Effects of the Career Ladder Plan on Esteem and Morale

	ELEM	MIDDLE	HS	TOTALS
Positive Effect	2	9	9	20
Negative Effect	3	0	0	3
No Effect	1	5	2	8
Unsure/Other	5	0	1	6

Note. Because of time constraints, five teachers were unable to answer this question.

Most teachers thought that their school's career ladder program had a positive effect on morale and self-esteem. A teacher described the effects this way:

> Teachers are doing more things than usual sooner, better, and more often.

Another teacher said this:

> Just the thought of the extra cash is a boost.

The following comment captured the thoughts and feelings that many teachers experienced:

> I think it had an effect on boosting morale and egos even though most probably wouldn't admit it. But three or four of your peers sitting down and telling you you are doing a good job has to have that effect.

Several teachers thought that the plan had negative effects on esteem, morale, and contribution. Much of the concern centered around the amount of time teachers spent on personal career ladder planning. A teacher who thought this said:

> Some teachers are spending classtime on projects instead of using their own time.

Another teacher said this:

> People say they are doing more, but I'm not sure they are. I don't know that any real classroom teaching changes have occurred.

Even with these few teachers expressing concern the data indicates that most teachers thought that their career ladder program had a positive effect on their esteem, morale, or their contribution.

Suggestions for Improving The System

Teachers in each of the schools made suggestions as to how their school's Career Ladder Plans might be improved. Many suggestions were made, and several emerged more than once for each school. The following suggestions were voiced most often concerning improvement in each school's Career Ladder Plan.

Elementary School

1) Clarify the documentation procedures. Everyone needs to know what is expected of them and what is additional work by choice.

2) Add extra criterion measures. Another alternative would be to have ten criteria and allow the teacher to pick six which he/she would like to work with.

3) More sharing of ideas on what everyone must do to meet the criteria is needed.

4) Do not use the Iowa Test exclusively. Combine use of this test with a standardized test or basal achievement criteria.

5) Involve kids and parents more in the process.

Middle School

1) Spell out the criteria more completely--particularly the dress code and goal planning procedure.

2) The principal should come to evaluate for longer time periods. This will create more consistent evaluations. Do not give teachers prior notice that the principal is coming in--the teachers should be seen as they are.

3) Work on the evaluation component. The school needs to improve evaluations of classroom performance.

4) Rewrite the evaluation form on a one to five scale. As it stands now there is no middle ground between good and bad.

5) Evaluate the school's experience to find out what goals should or should not be used in the future. Expand the criteria to include more comprehensive coverage of teaching areas.

High School

1) Improve the evaluation form so that it is more specific and can be used more accurately.

2) Put more money into career ladders.

3) Do not adopt the district plan.

4) Make evaluations less time consuming.

5) Evaluate the present system and make it more precise.

Structural Features of the Elementary School Plan

The elementary school plan offered a pay bonus based upon exemplary teaching performance for all qualified teachers. The program was funded at the rate of $25,000. Teachers on probation were not eligible for the plan. Teachers with provisional status as well as any certified teachers were qualified to apply for the voluntary plan. This included special program, guidance, and media personnel as well.

The essential components of the plan centered on six evaluative criteria. These criteria were designed as standards which the teachers attempted to achieve during the year.

Development of The Evaluative Criteria

During the Summer of 1984, questionnaires were distributed to parents of students and staff throughout the school (see Appendix 5-5). The purpose of the questionnaires was to examine possible criteria to be used in the evaluation of teachers. Based on a consensus of teacher, parent, and principal input, six criteria were judged to be most important. These criteria were:

1) enhancement of the child's self-esteem (i.e., ability to validate a child's own self-competencies).

2) ability to demonstrate personal characteristics and qualities which stimulate children to learn.

3) development of strong reading, language arts, and math programs.

4) ability to create a stimulating learning environment.

5) ability to emphasize problem-solving and higher level thinking skills in instruction.

6) demonstrated ability to adapt teaching skills to suit individual needs.

Evaluation Process

Teachers who applied for the plan were scheduled to meet with an endorsement committee at the start of the school year. The purpose of the committee was to review all aspects of the contract and to document the plans each teacher was making to meet the requirements of the criteria. The endorsement committee also secured a specific reference listing of the various data sources the teacher would use to document progress throughout the year. Each teacher had a different endorsement committee. The endorsement committee consisted of the teacher, other members of the teaching team as well as faculty members from grades above and below the teacher's grade, and the principal.

Another form of evaluation took place at the mid-year interim conference. At this conference, each teacher met privately with the principal. Each teacher was responsible for preparing a portfolio which documented progress on the goals established during the initial endorsement committee hearing. The teacher's progress was identified and assessed according to the data contained in the portfolio. Recommendations were made when necessary, as to how the teacher might be more successful in meeting the criteria.

Each teacher was also required to attend a year-end conference with the principal to determine whether the teacher had completed the requirements of the contract. The six evaluative criteria were weighted equally in this evaluation. Teachers received remuneration for each contract goal they achieved.

With roughly 30 teachers participating, approximately 180 goals tailored to meet the six evaluative criteria were proposed. Many teachers fulfilled the requirements of all six criteria. Roughly 150 of the 180 goals were met. Teachers received approximately $200 dollars per goal with a top award being $1200.

The Elementary School Career Ladder Plan:

Teacher Perceptions

In the elementary school, the career ladder planning committee developed six criteria which were used in assessing an applicant's career ladder file. As mentioned previously, these were: ability to enhance the development of student's self-esteem and self-image, exhibition of personal characteristics which assist students in the learning process, ability to develop strong reading, language arts, and math programs, ability to create an exciting and motivating learning environment, ability to emphasize problem-solving and higher level thinking instructional skills, and ability to adapt one's teaching style to meet the learning needs of students.

Fourteen elementary school teachers were asked to discuss how comfortable they were with the six criteria used in the selection process. Almost all of the elementary teachers interviewed were comfortable with the criteria used in the selection process. All 14 teachers who responded to the question indicated that they were comfortable with the criteria. This comment underscores the positive sentiment:

> The strength is that they are vague until you define them with activities specific to your classroom.

Another teacher said this:

> I'll probably use them to demonstrate my competency on a future job resume because they represent all areas of teaching.

Teachers who were not comfortable with the guidelines objected to a single criterion within the package. As an example, one teacher disliked the criterion involving use of the Iowa Standardized Test. This teacher thought that this criterion placed too much emphasis on test scores.

Criteria Used in the Selection Process

Teachers were asked whether they thought any particular criterion was better than others. Nine teachers thought that the criteria were equal--none were better or worse than the others. In discussing the criteria a teacher said this:

> They are all necessary and pinpoint the critical aspects of education from a student's viewpoint, a teacher's viewpoint, and from an educational research standpoint.

Five teachers thought that there was significant overlap among the criteria. Most viewed this as a non-detrimental phenomenon. One teacher said this:

> Some overlap, but they are so open-ended that you have a lot of flexibility designing the goals.

Three teachers thought that criterion three--evaluation via test score results was a less positive criterion. They thought that unnecessary anxiety was promoted through reliance on test scores. One teacher thought that criterion #1 (enhancement of the child's self-esteem) was quite important, yet extremely difficult to evaluate. This teacher's suggestion was to write goals that will, without question, enhance a child's self-esteem. Another teacher thought that feedback from parents should be incorporated more into the criteria. One teacher commented that criterion #2 (exhibition of personal characteristics conducive to the child's learning) needed to be refined and should be more specific. One resource teacher thought that more realistic goals were necessary for special children. This teacher thought that criterion #3 and criterion #5 were not workable with the children resource teachers deal with. One teacher mentioned that one criterion was particularly strong and worthwhile. This criterion emphasized working with children's problem-solving and higher level thinking skills.

Problems Encountered Meeting Criteria Requirements

Teachers were asked to identify any problems they experienced attempting to meet the requirements of the criteria. Seven teachers indicated that they experienced no problems. Several of these teachers thought that it was fairly easy to meet the goals. One teacher said this:

> I used important things I'd done before that I knew would succeed.

Another teacher said this:

> As a teacher you have the control to choose what will work for you in your specific situation.

Six teachers thought that writing their goals was an easy process because this process involved quite a bit of teamwork. They thought that there had been a great deal of idea-sharing which contributed to the development of team generated goals. A teacher said this about the process:

> We had a multitude of ideas to choose from with all the faculty and team input.

There were other comments pertaining to difficulties encountered by teachers in meeting the criteria requirements. One teacher who had questions concerning the validity of the criteria said:

> I don't know if we truly identified what will achieve the criteria. Our goals were legitimized by the endorsement committee, but we really don't know if they will work.

One teacher expressed concern over knowing how to effectively document within the career ladder file evidence which met the criteria:

> It was difficult to write goals for #6 (individual learning styles) at the beginning of the year because I didn't know my students well enough at that time.

The data indicate that most teachers did not experience major difficulties in their attempts to meet the criteria used for the career ladder selection process.

The Criteria and Teaching Practices

Teachers were asked to discuss the impact of the criteria used in the selection process on their teaching practices. A wide variety of responses were obtained. Ten teachers thought that the criteria had positive effects. Five teachers perceived that teaching had been improved. One of these teachers said this:

> The career ladder project has improved my teaching. I'm doing a lot more with problem solving skills and higher level thinking skills on a daily basis.

Five other teachers thought that the required documentation had assisted teachers in following through more completely with tasks. One teacher put it this way:

> I've follwed through more. Sometimes you slide come mid-year but with goals I was motivated to keep going. I concentrated more on areas that affect goals.

Seven teachers thought that the criteria had little or no impact on their practice. Most of these reponses were similar to this comment:

> A good teacher was already doing things that would fulfill the six criteria areas before career ladders.

Four teachers thought that more emphasis has been placed on enhancing students' self-esteem as a result of the career ladder criteria. This teacher described the emphasis this way:

> I've been more sensitive to parent's desires. I've always thought self-esteem was important but since it was our parents' number one priority I've put more emphasis there.

The data obtained from these questions concerning the criteria indicate that most teachers were satisfied with this dimension of the school's Career Ladder Plan. Cooperation, strong teacher input, and planning which reflected concern over the needs of the students, particularly student self-esteem, were major factors which contributed to the high level of teacher satisfaction with the criteria.

The Endorsement Component

In a meeting with the principal, teachers were required to individually endorse the school's Career Ladder Plan which had been drawn up. Several questions were asked which were designed to assess teachers' perceptions of this endorsement procedure.

The first question in this series concerned teachers' perceptions of the endorsement meeting itself. Of interest were any thoughts concerning the mood of the meeting (high anxiety, low key, spirit of cooperation, etc.). Out of 14 teachers who responded to the question, nine thought the meeting went along fine. These teachers perceived no major problems. One teacher described the meeting this way:

> It went well. There was no intimidation; it wasn't a difficult process to go through.

Another teacher said:

> It was helpful to evaluate each goal and think it through again.

Three teachers thought that the meeting was quite business-like, yet informal, low-key, brief, and to the point. Two teachers could not remember any specifics of the meeting.

Changes in the Plan

Teachers were asked if any changes were made at the meeting which effected specific aspects of their plans. Twelve teachers perceived that no major changes or suprises occurred. They thought that most of the work involved minor clarifications. These teachers reasoned that no major changes occurred because most of the faculty had worked out their goals with team members before the meeting. Then, when contracts were compared at the meeting, teachers found many similarities between teams. Two teachers thought that definite changes occurred involving criteria #3 -- ability to develop strong reading, language arts, and math programs. These changes centered on the addition of the standardized test score component.

Were Changes Helpful?

Teachers indicated that few changes were made in the plan as a result of the endorsement meeting. However, the teachers interviewed indicated that the changes which did occur were helpful. Five teachers thought that constructive change occurred. Four teachers perceived that a great deal of positive feedback was given. One said this about the changes which occurred as a result of the meeting:

> Teachers were encouraged to incorporate their strengths. It was supportive to have other people suggest your strengths.

Four teachers indicated that the degree of change as a result of the meeting was neglible. One teacher perceived that the changes made involving the Iowa Test and criteria #3 were negative.

Peer Involvement in the Endorsement Committee

Teachers were asked to comment on the involvement of their peers in the endorsement committee. Of interest were the reactions of teachers toward receiving input, instruction, and constructive criticisms from their peers. Ten teachers thought that no major impact was made by the peers on the committee. Most teachers thought that peers on the committee maintained a low profile through serving as information-gatherers rather than evaluators. In this sense, the peers on the committee were helpful in that they were not overbearing. No major power struggles or political undercurrents emerged. Teachers who were on the committee were positive about their experiences. One teacher said this regarding service on the committee:

> When I was a peer endorser I got a real insight into the process and I thought it was helpful and informative. I got ideas for my grade level.

Three teachers thought that their colleagues on the committee went out of their way to be supportive. In this sense, these teachers perceived the role of their peers on the committee as being more directive and up front, with positive results. One teacher, because of lack of knowledge, gave no response to the question.

Overall, teachers perceived that the endorsement process was a smooth one. The meeting went well and did not produce any major changes in plan. Teachers were well prepared for the meeting, having done much of the work that had to be done before the meeting took place. Peers on the endorsement committee served a useful role.

Standardized Test Score Component

Progress in student achievment scores appropriate for particular grade levels was one of the criteria teachers were evaluated upon. Teachers were asked whether they thought this component of the Career Ladder Plan would be successful. Six teachers expressed no worry concerning this criterion although they expresssed regret over having to use this system. Their reasoning was that the students in the school more often than not demonstrate appropriate growth. This comment was quite representative:

> For our program it won't be a problem, but to implement (our system) at other schools would be unfair. Our kids make the growth but many kids don't, due to outside factors.

Three teachers expressed no concern because they reasoned that if they are unsuccessful in meeting the requirements of this criterion, they would be able to make up for this loss in other evaluation areas. One of these teachers said this:

> The tests aren't a problem. If I fall down in that area, it's OK. I've done my best and I know it. The tests aren't that accurate as indicators of all a child knows.

Three teachers commented that they did not like the emphasis on test scores. Three other teachers perceived that this criterion would not work well with resource and kindergarten teachers. Two teachers thought that this component would not work because of a lack of standardization in test administration policy.

Influence of Teams on Test Scores

As one component of the school's Career Ladder Plan, teachers were allowed to pursue team goals. In teams, teachers work together to create improvement in a particular area. Of interest was the perception of teachers toward other colleagues effecting their work in some way, positive or negative. Teachers were asked whether they thought that these teams would influence test scores. Nine teachers did not think the teams would influence the scores. These teachers believed that the cohesiveness of the teams would diminish any effects. One teacher responded to the question in this manner:

> Averaging the scores seems fairest. I'm more comfortable knowing that we can team teach and share the responsibility. I work with such excellent teachers that I have confidence we will meet our goals.

Another teacher said this:

> I teach on a good team. I trust them. They do one heck of a job. I don't have any reservations because we have the total team approach.

Three teachers thought that test scores would be based on their student's performance. One teacher did not know how this part of the plan worked. One teacher thought that the influence of the team on scores was unfair. This particular teacher indicated that the team had a weak member which created problems.

Mid-Year Conference

Each teacher who entered into a career ladder contract was required to partcipate in a mid-year review conference. In the interviews, teachers were asked to discuss how valuable the conference was for them. 12 teachers thought the conference was considerably valuable. One teacher who thought this to be the case described the conference:

> It gave you a chance in a non-threatening meeting to go over how you were doing. If you weren't doing something right, you could change it before the final evaluation.

One teacher was rather disappointed with the meeting because afterwards, a change of goals was needed. Pressure from the district was cited as the reason for the changes. One teacher thought that the meeting wasn't necessary, yet this teacher recognized the benefits received by colleagues.

The general consensus concerning the mid-year conference was that people were relieved to learn that their documentation was, in almost every case, adequate and/or could be edited down in some cases. Teachers appreciated learning that they were on the proper course. Teachers also noted the encouragement given as well as the feedback which helped to reduce anxiety associated with the process.

The Evaluation Process

Teachers were asked about the clarity and fairness of the evaluation process. 13 of the 14 teachers interviewed indicated that the process was clear and fair. One teacher thought that the process was unfair because the contract goals had to be changed during the process. One teacher described the evaluation process this way:

> The evaluation is based on your contract. (The evaluator) verifies your documentation. (The evaluator) allowed modifications in the timelines and in any unrealistic expectations.

All 14 teachers interviewed indicated that they knew what needed to be done in order to meet the requirements of the criteria. They described the process as being simple and clear from the beginning.

Role of the Principal in Evaluations

The school determined that the principal would play a central role in the evaluation process. Teachers were asked to discuss their thoughts concerning the role of the principal. Seven teachers definitely thought that their principal should be heavily involved in the process. These teachers were quite adamant in expressing their thoughts. One teacher, whose comment was representative, said this:

> The principal is seen as fair and objective. Teachers know where they stand...The principal is seen as a principal with strong evaluation skills.

Four other teachers were also in favor of the principal's central role in the selection process, although to a lesser extent than the previous seven. Their responses could be characterized as, "Yes, for the most part" type responses. Two teachers disagreed with the question saying that the evaluation does not center around the principal. One teacher thought that it was not a good idea for the principal to play such a central role in the evaluation process.

Teachers were also asked to assess the strengths of their evaluator. The following comments were made concerning the evaluator: knows the faculty well, very supportive, not threatening, looks for positive factors and doesn't dwell on the negative, helpful in identifying problems and solutions to these problems, fair and objective, keeps detailed notes, total regard for confidentiality, and flexibility.

Involvement of Peers in Evaluations

Teachers were asked to discuss peer involvement in the evaluation process. There were mixed responses to this question. Seven teachers did not approve of peers becoming involved in the evaluations. There were two types of responses. Several teachers disliked the idea of having to take time away from their teaching duties. One teacher said this:

> I don't want to be taken away from my class to be involved as an evaluator.

Another common response focused on the lack of training in evaluation. A teacher who thought this firmly said:

> Teachers just aren't trained to evaluate.

Five teachers agreed with the notion that peers could be involved in the evaluation process. However, most of those who endorsed this perspective did so with caution. For example, one teacher offered this comment about peer evaluation:

> Some teachers could do it, but it would depend on how well informed they are with your grade level. They need familiarity with grade levels.

Two teachers had mixed reactions to peer involvement in the evaluation process. Most of their concern focused on the problems with competition that might offset contributions made by teachers. One teacher said this:

> I wouldn't want it if we had the district's policy. Here it might work because our system isn't competitive.

The majority of teachers did not approve of peer participation in the evaluation process. The margin was close, however. Teachers thought that potential problems with competition and political undercurrents would not be worth the risk.

Improvements in the Evaluation Process

Teachers were asked to comment on improvements or modifications which might improve the evaluation process. Five teachers were happy with the process and did not wish to change it. Four teachers favored some form of peer participation. For example, the presence of teachers on the steering committee was perceived as a means of providing even more balanced teacher input into the process. Two teachers thought that the presence of an additional evaluator to aid the principal would be an improvement. This additional evaluator could be a parent, a principal from another school, or a district representative. One teacher suggested that the process could be improved through the use of a more precise evaluation form that would produce more objective ratings. Another teacher thought that the process could be improved by developing an appeals process for applicants who differ with their evaluators concerning ratings. One teacher thought that it was too easy for evaluators to be influenced by subjective factors. This teacher suggested that all documentation should be submitted to an unbiased committee in order to create a more objective evaluation process.

Teacher Expectations Concerning Remuneration

Teachers were asked to comment on whether or not they expected to receive full career ladder funding. Teachers were quite willing to answer this question. 13 of the 14 teachers interviewed were expecting to receive career ladder monies. The one teacher who did not expect to receive money was a teacher who thought that the criteria established did not fit the the particular program that he taught in or the needs of the students very well. Most teachers were quite confident concerning their expected success. Several teachers had reservations concerning the criteria based on the Iowa Test. However, most of these teachers thought that they would be successful in meeting the requirements of the other criteria. Several teachers responded in this fashion:

> The goals have been set, and I have put out the effort to accomplish them.

Another teacher said this:

> Our program is to the point. I contracted and I'm doing it. It's my responsibility.

Summary

The teachers interviewed were quite positive in their support and optimism concerning their school's Career Ladder Plan. Almost all of the teachers interviewed thought the process which established the criteria for success in the program was clear and fair. Almost all of the teachers interviewed thought that the evaluation process was clear and fair. The role of the principal in the evaluation process was perceived to be supportive, constructive, and vital to the success of the program. Almost all of the teachers interviewed favored keeping the system as it is. Most suggestions for improvement dealt with fine-tuning issues that could be easily implemented. Finally, almost all the teachers interviewed thought that they would be successful in reaching the goals stipulated in their career ladder concepts.

One consistent problem area emerged. Resource teachers thought that the program was not broad enough to cover their curriculum area. These teachers thought that, because of the special needs of their teaching programs as well as the special needs of the students they serve, the criteria developed were not directly applicable to their programs.

Clear themes emerged from this examination of the elementary school's Career Ladder Plan. First, the program was working for almost all the teachers. Most teachers thought they would be successful in the program. Secondly, almost all teachers had positive thoughts and feelings concerning the program. Additionally, most teachers thought that the selection process was fair.

Questionnaire Data Summary

Suburban District Elementary School

Twenty-six teachers in the elementary school responded to a 23 item questionnaire which was designed to sample teacher opinion concerning the school's Career Ladder Plan. Teachers were asked to respond according to a five point Likert scale. The scale was used to assess the degree to which teachers agreed or disagreed with statements concerning the specifics of the school's Career Ladder Plan. The scale was constructed in the following manner:

1= Strongly Agree
2= Somewhat Agree
3= Neutral
4= Somewhat Agree
5= Strongly Disagree

A complete listing of the statements and descriptive statistics for teacher responses can be found in Appendix 5-6. However, several of the items merit further discussion at this point.

One questionnaire item stated that the plan was fair and reasonable in that all teachers had the opportunity to be eligible. The mean response for teachers to this statement was 1.115 with an SD of .326. This indicates that the teachers who responded to the questionnaire expressed strong agreement collectively that the plan was fair in allowing all teachers the opportunity to participate.

Another item stated that the process of selecting the six evaluative criteria for teacher performance was fair and reasonable. Once again, teachers were clear in endorsing strong agreement for this statement. The mean response was 1.231 while the SD was .514.

Another statement indicated that the school's Career Ladder Plan encouraged educational progress. The response from teachers to this item was quite favorable as well. The mean response was 1.308 with an SD of .549.

Three statements which teachers expressed generally strong disagreement with are noteworthy. One of these items stated that the school's Career Ladder Plan had hurt the relationship between teachers and the principals. The mean response by teachers to this item was 4.923 with an SD of .392. Another item stated that the school's career ladder program discourages teachers from working together. The mean response by teachers to this item was 4.769 with an SD of .710. Finally, the last item on the questionnaire stated that if the career ladder programs within the school were to continue, then this school's program should be terminated. Every teacher who responded to the questionnaire expressed strong disagreement with this statement (X of 5.0). Another item stated that if career ladder programs continue, then continue the school's Plan as it now exists. The mean response for teachers on this item was 1.360 with an SD of .757. The data from these two items indicate strong teacher sentiment in favor of the school's Career Ladder Plan.

The results of the questionnaires mirror the results of the teacher interviews. In both surveys, teachers expressed strong satisfaction with the evaluative criteria, the evaluative process including the role played by the evaluators, and the effects of the school's Career Ladder Plan on teaching and relationships with other faculty members.

Suburban District Elementary School Questionnaire Data

STATEMENT #	MEAN	SD
1.	1.346	.745
2.	4.769	.710
3.	2.538	1.240
4.	3.962	1.113
5.	1.880	1.301
6.	4.923	.392
7.	1.692	1.011
8.	4.115	1.275
9.	2.192	1.132
10.	1.692	.788
11.	1.308	.549
12.	2.500	1.105
13.	1.846	1.120
14.	1.115	.326
15.	1.231	.514
16.	1.423	.809
17.	1.385	.697
18.	1.308	.618
19.	1.346	.689
20.	1.500	.906
21.	1.360	.757
22.	4.538	.989
23.	5.000	.000

SECTION II

1. YEARS TEACHING MEAN = 6.280 SD = 4.578

FULL TIME TEACHERS = 24 PART-TIME TEACHERS = 1

MALE = 4 FEMALE = 19 NR <NO RESPONSE> = 3

Structural Features of the Middle School Plan

The middle school's Career Ladder Plan was described by participants as a merit pay system (see Appendix 5-7). The Plan was developed by a school steering committee that received input from the entire staff. The steering committee consisted of the principal, the assistant principal, and six teachers. Two of these teachers were responsible for oversight of their grade level core programs.

The plan featured three components: Area One, school goals; Area Two, teacher evaluation; Area Three, individual and/or team goals. The school awarded merit pay on the basis of units earned. Each unit had an average value of approximately $10.25. A total of $40,000 was available for the plan. The district proposed that $200 awards be given out to all participants in November of 1984, with the rest being awarded in June of 1985.

Area One, the school goals area, featured two subcomponents: school discipline and scholastic progress. A teacher could earn up to five units of merit pay in each of these areas. The rationale underlying Area One was to improve discipline and morale and to improve the performance of students in reading, language arts, and math skills.

Improvement in discipline at the school was to be determined by the administrators and discussed with each participating teacher during the quarterly teacher evaluation. The school determined that since improved discipline was a school goal, all teachers would receive the same number of units.

Improvement in scholastic progress was to be determined through the use of standardized testing instruments. Limited finances forced the district to use a test battery that was not the first choice of the teachers. Most teachers, although expressing some misgivings regarding the tests, attempted to make the best of the situation. Students were to be pre-tested in the three areas (reading, language arts, and math skills) and post-tested in April of 1985 to obtain an average score in each of the three areas. Test scores would be monitored, and scholastic progress as well as units earned would be determined according to the following schedule:

3 months increase -- 1 unit

4 months increase -- 2 units

5 months increase -- 3 units

6 months increase -- 4 units

7 months increase -- 5 units

Area Two featured an evaluation of the teacher's skills as an educator. Separate evaluations were performed by the principal and the vice-principal. Each evaluator visited the teacher in the classroom twice during the second, third, and fourth quarters of the 1984-85 school year. A maximum of thirty career ladder units could be earned by the teacher in the evaluation of performance area.

An evaluation form was used which focused on five categories: instructional skills, organizational and management skills, relationships with students, relationships with other professionals and parents, and personal characteristics (see Appendix 5-8). In each of these categories the teachers were rated on a four point scale. Zero points were awarded for inadequate performance. One point was awarded for a satisfactory rating, and two points were awarded for very good performance. Three points were awarded for superior performance. Two additional categories were present on the evaluation form. Ratings of "not applicable" and "not observable" were endorsed by evaluators in situations where a rating could not be appropriately given. No points were given for either of these two categories. Scores from the six evaluations were averaged for each category. An overall average score was then calculated by totalling the category scores and dividing by five. The following examples illustrate how the units were distributed.

Average Points Earned From Evaluations	Units Awarded
3.0	30
2.9	29

2.8	28
2.0	20
1.9	19

In Area Three, individual and/or team goals, teacher participation was optional. A maximum of sixty units could be earned in this area. If teachers chose not to participate in Area Three, they were eligible for a maximum of 40 career ladder units.

Teachers who did participate in this area were required to present individual teaching goals they wanted to achieve to the school administration. The administration then was responsible to assign unit values for the goals presented. Teachers were also given the opportunity to revise their goals during the quarterly evaluation meeting held with administrators. Near the close of the school year, each teacher's goals were evaluated again to determine whether they had been obtained. A final unit value was also established for the goals during this evaluation.

The Middle School Career Ladder Plan:
Teacher Perceptions

As discussed, the middle school adopted a point distribution system for determining the distribution of career ladder funds. The number of points earned was dependent on performance as a teacher. A maximum of ten points was awarded for maintenance of school discipline and scholastic achievement goals. A maximum of 60 points was awarded for individual and/or team project work. Finally, as many as 30 points were awarded through the classroom teacher evaluations. This figure was then altered according to a mathematical formula which took into account the number of years of service as a teacher. Fourteen teachers in the middle school were asked to discuss their thoughts concerning this point system. Of interest were their perceptions about the fairness and workability of the system.

When asked about the point distribution system 11 out of 14 teachers liked the point distribution system. One of the teachers interviewed said:

> For a first time experience it seems about as fair
> as you can get until we gain some experience.

Teachers also thought that they had input into the system and that it was fair. One teacher said this:

> It feels good to me. We had input on this.

Another teacher said:

> It is equitable. The largest share revolves around
> the areas you can control as the teacher.

One teacher was indifferent to the point system. One other teacher thought that more points should be distributed in teacher evaluations. This teacher thought this because the program was so new and no one had experience in setting or writing goals. One teacher thought that fewer points should be distributed on school goals because of the difficulty in controlling all the variables which affect the school.

The data indicate that almost all the teachers interviewed favored the point distribution system. 11 out of 14 liked the system, one was indifferent, and two teachers favored minor changes.

Teachers were also asked how the point system had worked for them individually. Of interest were teacher reports of difficulties in knowing their responsibilities in any areas. 11 teachers thought that the point distribution system worked fine for them, two teachers dropped out of the system by choice for personal reasons, and one teacher had difficulty with the point system because of subject area. For this teacher, it was difficult to write up goals for the fine arts area.

Most teachers liked the flexibility which the point system afforded. The teachers were free to write their own goals and change those goals within the clearly stated time limits. Flexibility and teacher input appeared to be key factors which contributed to teacher satisfaction with the point distribution component of the Career Ladder Plan.

School Discipline Component

One component of the middle school's Career Ladder Plan was a program to improve discipline. Teachers were given the option of writing discipline-oriented goals into their career ladder contracts. Teachers were asked if this discipline component was a workable option which had produced improved discipline in their classrooms. Nine out of 14 teachers thought positively about the discipline component and that discipline had improved in their classrooms. One teacher said this about the improvement:

> Discipline has gotten better because teachers are more on top of things knowing merit pay is involved.

Several teachers commented that focusing on discipline as a school goal was a positive step for all teachers:

> By having a school goal that everyone agrees they want to work on together assures that all teachers are doing their jobs. In the past it was too easy for teachers to not go into the halls to monitor students.

Four teachers did not think that discipline had improved because of the school's career ladder goal. One of these teachers made this comment:

> I don't know if there has been an improvement. On the whole our school discipline is about as good as you can get. It (good discipline) may not be on account of this but rather, because we have always maintained good discipline.

One teacher was unsure if discipline had been effected in any way and, therefore, chose not to respond. Most teachers however, thought that the discipline component worked in a positive way for them.

Evaluation of Discipline

Teachers were asked to explain their perceptions of how discipline was evaluated. Of interest were teacher perceptions concerning the criteria used to judge improvements in discipline. Most teachers thought a combination of factors went into the evaluation. 11 teachers thought that the frequency and the nature of calls from parents concerning discipline problems was one method used to evaluate discipline. Ten teachers thought that the evaluation was based on random observation and a subjective interpretation of teacher reports by administrators. One teacher described the process this way:

> We are asked if we think discipline in the halls has improved. It's really just a kind of observing. Maybe the principal counts the number of students sent to the office, the number of fights, or the amount of vandalism. The principal has records in the office.

One teacher did not know how the discipline component of the program was evaluated. The results indicate most teachers thought that more than one factor influenced how the discipline component was evaluated. Observation by teachers and administrators plus feedback from parents were the most common factors mentioned.

Testing As An Evaluative Tool

As part of their career ladder contract, middle school teachers developed academic goals for their students as well. Improvements in academic performance were to be monitored by standardized tests. The school wanted to employ a nationally standardized test but a lack of funds prevented the school from doing so. As an alternative, a district developed criterion referenced instrument was used.

Teachers were asked what they thought about testing to achieve the academic goals as well as the choice of tests. None of the teachers interviewed were totally positive concerning use of the district test. In fact, one teacher referred to the test as "garbage". Six teachers thought that the testing component was the best possible arrangement considering the financial constraints placed on the school's search for a test. Four teachers completely disliked the test and the whole concept of testing. One teacher who thought there were problems associated with testing said:

> There were validity concerns. You really didn't know what the child knew and therefore discrepancies occurred.

Four teachers had no opinion or comments concerning the testing component of the plan in general.

The consensus among teachers was that the school did the best it could in creating the scholastic testing component of the program. However, non-negative sentiment was higher among teachers in non-tested academic areas such as fine arts, driver education, etc. Many teachers in the traditionally tested academic areas thought there were pitfalls in any testing program.

Teacher Evaluation

As previously mentioned, a maximum of thirty career ladder contract points was awarded to teachers based on classroom evaluations. Teachers were asked to discuss their thoughts concerning these evaluations.

Frequency of Evaluations

Teachers were asked to recall the number of visits they received from an evaluator. 13 of the 14 teachers said that they had been evaluated twice by visits from administrators. Participating in the evaluation were the principal and vice-principal. One teacher chose to drop out of the program and therefore was not evaluated.

Teachers were asked to discuss their thoughts and feelings concerning the evaluation process. Of interest was whether they thought the evaluations had been done fairly and accurately. Eleven teachers thought that the evaluations were done fairly and accurately. A teacher offered these comments regarding the evaluation visit:

> The way they did the evaluation was important. They came in so you couldn't bluff your way. They got an accurate picture.

Two teachers had no opinion concerning the evaluation process. One teacher was not satisfied with the process. Dissatisfaction focused on the evaluation form rather than with the administrators who performed the evaluation. One of those teachers said this:

> My overall criticism is with the evaluation form. We didn't know the ideal they were measuring us against. The ideal needs to be clarified.

Even though teachers were satisfied with the process, several suggestions were made concerning improvements. Teachers pointed out that the system would have worked even better if teachers had received more feedback concerning their evaluations. Several teachers made comments similar to this:

> I would have liked more written clarification rather than just a score. I will ask more questions next time to help clarify the form.

Teacher Agreement with Evaluation in All Categories

On the evaluation form used, teachers were evaluated in a number of areas (see Appendix 5-B). Teachers were asked whether they agreed with all aspects of this evaluation form. Seven teachers said they were in agreement with the evaluation process, including the categories on the evaluation form. Five teachers objected to the outcome of their evaluations with respect to selected categories. One particular problem area mentioned involved the category which focused on appearance:

> I think it was too subjective with the dress code, and the same standard may not have been used for men and women.

Consistency Between Principal and Vice-Principal Evaluations

In the evaluation process teachers were observed by both the principal and the assistant principal. Teachers were asked to discuss similarities and differences between the evaluations made by the two administrators. Ten teachers said that the evaluations were very close or similar. One teacher said that they were different, and two said they couldn't remember. One teacher said that the evaluations were different but that this didn't matter because they balanced each other out in a satisfactory manner.

Teachers were also asked whether they knew when the evaluators would be in their classrooms. The purpose of this question was to assess whether the evaluation was a surprise or if teachers had been given advance notice concerning their evaluations. 13 of the 14 teachers interviewed knew in advance that they were going to be evaluated. One teacher interviewed did not apply. Teachers knew the week in which they would be evaluated but did not know the exact day on which the evaluation occurred.

Teachers were asked if the classes which were visited by the two evaluators were similar in content and emphasis. Seven of the teachers interviewed recalled that the classes were similar. Four teachers thought that the classes observed by the two administrators were different. Three teachers could not remember what classes were evaluated.

Teacher Opinions of the Evaluators

Teachers were asked to discuss their thoughts and feelings concerning the central role played in the evaluation process by the principal and the vice-principal. Eight teachers agreed with the central role played by the administrators in the evaluation process. One teacher who agreed with the central role played by the administrators said this:

> Our faculty feels secure with our administrators as evaluators. They are honest, consistent, and don't pull punches. It gives you a sense of security. We decided we wanted only administrators, and I'm sure the decision was influenced by past experience with the principal and vice-principal.

Three teachers were positive with some reservation concerning the administrator's central role. A teacher who had high regard for the administrators was concerned that interpersonal differences could be a problem for some:

> I can see problems if you don't get along with the administrator.

One teacher favored a less central role for administrators in the evaluation process. Two teachers expressed no opinion.

Teacher Proposals

Teachers were asked whether they chose as part of their individual career ladder plans individual or team goals. Six teachers chose individual goals. Six teachers chose a combination of individual and team goals. One teacher chose team goals exclusively.

Teachers offered a wide variety of responses when asked to discuss why they made their choices. Most teachers indicated that a concern for their students coupled with the suggestions made by the school's career ladder committee advisors were the most influential factors effecting their decisions.

Modifications of Individual Plans

Teachers were asked if their individual goals and career ladder plans were changed during the initial interview held with the career ladder committee. Seven teachers indicated that they did not make any changes in their plans as a result of the interview process. Five teachers said that they made changes in their plans. One of the changes mentioned involved rescheduling time guidelines to make goal attainment more feasible. Another modification mentioned was a change in the type of evaluation to be used with certain goals.

Teachers also received assistance on their career ladder proposals at their quarterly evaluations. All of the teachers interviewed indicated that discussion of career ladder proposals during these evaluations was quite general and designed to make sure that things were going smoothly.

Teachers' Anticipated Outcomes

Teachers were asked whether they expected to receive the full point values (and therefore maximum career ladder remuneration) at the end of the year. As previously mentioned, a teacher in the school could earn up to 100 points. These points directly influenced the amount of money earned.

Nine teachers thought that they would "most likely" receive close to the maximum number of points possible. One of these teachers had this to say:

> Pretty close. It may not be completely, but my individual goals look good so far and that is the bulk of the money.

Four teachers thought that they would receive a majority of the points. One of these teachers said:

> Probably not (all) but at least the majority. Everyone in the program received an advance in November and December because the administration figured everyone would at least pass that many of the points.

Teacher Thoughts on the $1,000 Award

Teachers were asked to discuss whether the $1,000 career ladder award was adequate compensation. Seven teachers thought that the amount was too low. Some of this sentiment was quite strong. For example, a teacher who was disappointed with the amount said:

> Heck no. There is some resentment about not being paid for all you do already and now having to prove what you do to be paid more...

Other teachers who thought the amount was too low took a more moderate view:

> No, but I see it as a stepping stone to bigger and better things. It is an incentive, but they would have to pay me a lot more to do this many essays a week.

Four teachers though that the amount was satisfactory at the present time yet, they favored adding more money if it became available. Three teachers did not have an opinion.

Amount Of Extra Time Involved Implementing the Plan

Teachers were asked to reflect on how many extra hours of work were brought on by implementation of their career ladder program. Five teachers did not think that any additional time was involved. Most of these teachers thought that they continued to perform activities which they had always done in the past:

> I don't feel I've expended extra hours because
> I was already doing this.

Five teachers declined to answer the question. These teachers thought that answering the question would reveal their identities. Two teachers thought that they had spent more than 50 extra hours performing tasks associated with their Career Ladder Plan. A teacher who thought this said:

> Tough question--because we are always working on it.
> We've probably put in 50 hours and we're only half way.
> We are doing a lot of extra work above and beyond what we
> did last year.

One teacher recalled spending approximately 12 hours a week extra time on career ladder duties. One other teacher thought that members of the faculty were spending about about an hour a week extra time because of the school's Career Ladder Plan.

Suggestions for Improving The System

Teachers were asked to discuss any modifications they would like to see made with the middle school's Career Ladder Plan. Responses were quite varied yet several themes emerged from their responses.

One suggestion involved the number of individuals on the evaluation committee. The consensus of opinion was that more than two individuals should be on the committee. At least one of these individuals should be a teacher or administrator with expertise in the teacher's skill area. Another suggestion involved adding an evaluator to the committee from another school.

Other comments focused on the role of peers, parents, and students in the evaluation process. Concern was expressed that peer evaluation might become too political, while at the same time, parents might not have the training in evaluation techniques to do the job properly. Peers could be used only if fairness would be somehow guaranteed. Others thought that parent and student input could be helpful if it was weighted less heavily than administrator input.

Summary

This school's plan was accepted well by the teachers. Teachers perceived that the planning process was open and that members of the career ladder committee were hard working and responsive. The committee was perceived as being flexible even after the plan was underway.

The plan included voluntary participation with all teachers being eligible to apply. This promoted high morale among teachers as well as a willingness to work with the specifics of the plan. The specifics of the plan were perceived as being clear and fair. Evaluations were made on academic, individual and team goals. Teachers liked the idea that individual goals were weighted more heavily. This development offered teachers a degree of control over their programs. They were allowed to create their own program specially designed for their classes. The large degree of teacher input created the perception that the program was supporting excellence in classroom skills.

Questionnaire Data Summary

Suburban District Middle School

Thirty-four teachers in the middle school responded to a sixteen item questionnaire which was designed to sample teacher opinion concerning the school's Career Ladder Plan. Teachers were asked to respond according to a five point Likert scale. The scale was used to assess the degree to which teachers agreed or disagreed with statements concerning the specifics of the school's Career Ladder Plan. The scale was constructed in the following manner:

1= Strongly Agree	2= Somewhat Agree	3= Neutral	4= Somewhat Disagree	5= Strongly Disagree

A complete listing of the statements and descriptive statistics for teacher responses may be found in Appendix 5-9. Most of the responses by middle school teachers were in the middle range somewhere between somewhat agree to neutral to somewhat disagree. However, several items drew more extreme response patterns.

One statement that teachers responded to indicated that not enough money was provided to adequately fund the Career Ladder Plan. The mean response by teachers was 1.647 with an SD of 1.041. This indicated that many of the teachers surveyed agreed that not enough money was available. This sentiment was expressed by over half of the teachers interviewed as well.

Another statement indicated that the school's Career Ladder Plan encouraged educational improvements. The mean response by teachers was 1.735 with an SD of .898. Middle school teachers tended to agree that educational improvements were created by the

Plan. An additional statement indicated that the school's Career Ladder Program was effective in encouraging and rewarding good teaching. The mean response was 2.206 with an SD of 1.250. Once again, the overall response was positive, although not as much as with the previous item mentioned. When examining these two items together, it is clear that middle school teachers maintained a generally positive attitude regarding the functional capabilities of their school's Career Ladder Plan. This point is further demonstrated by teacher responses to several other questionnaire statements. The mean response to the statement "continue our school's program as it now exists" was 1.576 with an SD of .902. Disagreement characterized the teachers' response to the statement "terminate our school's program; it cannot be rehabilitated". The mean response was 4.606 with an SD of .788. When coupled, the data from these two statements tend to coincide with information received in the teacher interviews. Teachers generally liked their plan and were not in favor of terminating it.

The questionnaire responses generally mirrored the responses obtained in the interviews with several exceptions. In the questionnaire data teachers were slightly less positive and more neutral or cautious in their reactions to the Career Ladder Plan. For example, in the questionnaire teachers expressed neutrality regarding statements such as "almost all of the negative feelings generated by the Career Ladder Plan have gone away by now". In the interviews, the majority of teachers expressed that little or no hostility or negative feelings had been stirred up by the plan. Overall, teachers were positive.

Suburban District Middle School Questionnaire Data

STATEMENT #	MEAN	SD
1.	2.206	1.250
2.	3.824	1.381
3.	2.471	1.187
4.	3.647	1.390
5.	2.912	1.357
6.	3.147	1.258
7.	3.676	1.224
8.	2.588	1.351
9.	3.618	1.280
10.	1.647	1.041
11.	3.794	1.298
12.	1.735	.898
13.	2.765	1.415
14.	1.576	.902
15.	3.871	1.176
16.	4.606	.788

Section II

YEARS OF SERVICE MEAN = 8.844 FULL TIME TEACHERS = 32

FULL TIME COUNSELORS = 1

PRINCIPAL = 1

SEX MALE = 17 FEMALE = 14 NR <NO RESPONSE> = 3

Structural Features of the High School Plan

The high school's Career Ladder Plan featured five levels. A teacher had to possess certain qualifications in order to be placed on each of the five career ladder levels (see Appendix 5-10).

Level One was the most basic rung of the ladder. Teachers at this level were paid according to the district's predetermined salary schedule. Teachers at this level were not eligible for career ladder funds. Included at this level were apprentice or provisional teachers, teachers with one to three years total teaching experience, and teachers who were new to the district.

At Level Two, teachers were also paid according to the district's predetermined salary schedule. These teachers were not eligible for career ladder money. Included at this level were teachers who chose not to apply for career ladder funds as well as those teachers who were on probation.

Level Three teachers were paid according to the district's salary schedule but were also eligible for career ladder funds. Included at this level were those teachers who might be removed from Levels One and/or Two and those who have received proper certification for teaching. Additionally, Level Three teachers received satisfactory evaluations based on published evaluation criteria. Based on these criteria, the teacher's evaluation had to yield a score of at least three on the career ladder evaluation form (see Appendix 5-11). This score was a composite score from the evaluation team which consisted of the principal or vice-principal, departmental chair and a teacher from another department. The intent was to have this team evaluate each applicant twice, but because of time constraints, this did not always happen. Teachers at this level also had to be willing to serve on a peer evaluation committee.

Level Four teachers were paid according to the district's salary schedule and were eligible for career ladder funds as well. Included at Level Four were those teachers who met the criteria for Level Three, those who possessed appropriate certification, and those who earned a bachelor's degree plus 45 hours of graduate work or other equivalent educational experiences. Level Four teachers had to have a minimum of five years of teaching experience. The teacher also had to have five preceeding (and consecutive) years of satisfactory evaluations based on departmental criteria. An evaluation point score of four on the career ladder evaluation form was required of teachers at this level. Level Four teachers also had to be willing to work with student teachers and be willing to serve as peer teacher evaluators.

Teachers at Leel Five were eligible for career ladder funds in addition to bein on the district's salary schedule. Included at Level Five wereteachers who met the criteria established for Level Four plus thse who possessed appropriate certification. These teachers wee required to hold a bachelor's degree plus sixty hours of raduate work, or equivalent educational experience, or a mster's degree. Level Five teachers had to have at least 10 year of teaching experience and satisfactory evaluations for 10 preceeding (and consecutive) years. These evaluations were based on departmental criteria, and each teacher was required to receive an evaluation point score of at least four on the career ladder evaluation form. Level Five teachers had to be willing to work with student teachers and also be willing to accept leadership responsibilities. In addition to serving as evaluators of other teachers as well, Level Four and Level Five teachers could apply for extra career ladder money. This money was to be used for summer curriculum development projects and was part of the district's 11 month contract.

The total amount of money allotted for the high school's Career Ladder Plan was $40,000. The money was divided among teachers according to these criteria:

Level Three teachers received X dollars

Level Four teachers received 2X dollars

Level Five teachers received 2.5X dollars

Money at each level (the specific amount of dollars) was determined by taking the total funds allotted (minus the amount spent on program development) and dividing this figure by the total number of people multilipied by the weighted variable (X, 2X, or 2.5X). Approximately 20% or $8,000 of the funds went to Level Three teachers, 38% or approximately $15,000 of the funds went to Level Four teachers and the rest (42% or $17,000) went to Level Five teachers.

The High School Career Ladder Plan

Teacher Perceptions

As previously described, the high school's Career Ladder Plan was characterized by a series of levels which teachers could qualify for. The higher the level on the career ladder, the more remuneration teachers were eligible for.

Twelve teachers at the high school were interviewed and asked what level of the plan they qualified for. Six teachers qualified for Level Five, three teachers qualified for Level Four, and two qualified for Level Three. One teacher who was interviewed did not participate in the program.

Distribution of Responsibilities and Funds

Teachers were asked whether they thought that the distribution of funds through the level system was fair. Ten of the 12 teachers thought that the manner in which funds were distributed was fair. Many teachers responded positively because of the openness of the plan's design. Commenting on the levels, this teacher said:

> I feel good about it. There isn't that much difference moneywise between the levels--only about $200.

Another teacher said this:

> Yes, it's good. There is no limit to how many can qualify for a level, and it is pretty open.

One teacher did not have an opinion while another teacher did not answer the question.

Additional Responsibilities

The high school teachers were also asked to discuss the additional responsibilities they were required to take on as a result of career ladders. Teachers at Level Three mentioned that their additional responsibilities were based on work they were already doing. Teachers at Level Four of the plan indicated that they functioned as faculty advisors and attended monthly meetings. Level Five teachers had several different perceptions. Several of these teachers thought that their workload had not changed. They were quick to point out that they were at school until 5:00 P.M. grading papers, evaluating teachers, and working with student teachers. Other Level Five teachers noted that the only difference was that some of them were willing to serve on evaluation committees. Two teachers recalled that departmental chairpersons were working more. Among these extra duties were administrative functions such as textbook ordering, outlining curriculum, and proctoring national testing.

Evaluations

The high school teachers were asked to discuss their evaluations, who evaluated them, the kinds of scores they received, plus the accuracy and fairness of their evaluations.

As mentioned previously, in this school, each teacher was to be evaluated twice by one of two evaluation teams. Each evaluation team consisted of three evaluators: the principal or the vice-principal, the teacher's departmental chairperson, and a teacher from another academic department. Because of scheduling problems the three members of the team were typically unable to visit the same class.

Teachers were asked to recall what kinds of scores they received. The highest possible score a teacher could receive was a five. The range of reported scores was 3.0 to 4.8. The average score obtained by those teachers interviewed was 4.4. The median score obtained was 4.6.

Teachers were asked to discuss whether they thought the evaluation process was fair and accurate. Eight teachers thought that the process was fair and accurate. A teacher who thought this said:

> I thought they were. We all met with our committees and our principal was real good about saying, "Let's look at areas of improvement, because everyone can improve, and let's point out the positive areas as well."

Another teacher who thought the process was fair said:

> Yes. If anything, they weren't as discriminating as I would be on myself.

Three teachers had mixed reactions to the evaluation process. The biggest concern for these teachers focused on the criteria for evaluation. A teacher made this comment:

> I don't know. The biggest problem we had with evaluating was nobody knew how to evaluate. How do you evaluate? Everybody did it differently. We have a consistency problem and maybe need more inservice. What is the difference between a three and a five?...

The data indicates that most teachers favored the method in which the evaluations were conducted. Some concern was expressed over qualitative differences in some ratings, but overall, the process was received well.

Consistency In Evaluations

Teachers were asked whether the three evaluators were consistent in their evaluative comments. Six of the teachers interviewed thought that the three evaluations were very similar. A teacher summarized the consistency between ratings by saying:

> Most everything they talked about all three agreed on. They know me pretty well.

Another teacher said this:

> The scores were all very close. Everybody was looking for different things, so their comments came from their angle, but the summary unified it

Five teachers thought that the evaluations completed by three different evaluators were close in most respects. One of these teachers said this:

> They were the same in some respects. The out of department person looked at you in terms of management, tardiness, rollbook, etc. The department chair and principal looked more at academics.

The data indicates that the majority of teachers thought that there was consistency in the evaluations between raters.

Comparability Between Observed Classes

Teachers were asked to recall whether the classes observed by the evaluators were comparable. Seven teachers thought that the classes where they were evaluated were comparable. A teacher commented that there was a consistency between classes because of the type of students in the classes:

> I teach all upper level classes. So it doesn't make much difference which ones they walk into.

Four teachers indicated that there were not many similarities between the classes where evaluators were present. A teacher who thought this said:

> I have quite a wide range of classes. They came on different days, one in the class at a time.

When combined with information from previous questions, it is apparent that the majority of teachers interviewed thought the evaluation process was accurate and fair. Teachers indicated that the evaluations completed by the different evaluators were consistent and comprehensive.

Post-Evaluation Conference

Teachers were given the opportunity to participate in a post-evaluation conference with the evaluators. The purpose was to provide an opportunity for give and take discussion concerning any aspect of the evaluation between the teacher and the evaluators. Questions were asked about areas where scores might have been low and suggestions for improvement were discussed.

In discussing the usefulness of this conference, 10 of the 12 teachers interviewed thought that this conference was helpful. Many teachers referred to the conference as an ego-boost and a confidence builder. This comment was quite representative of positive teacher sentiment:

> They did have some good suggestions. It was more helpful in that it was nice to feel appreciated. It was a good, open conversation and a help to my morale.

Another teacher said this:

> Yes, it made you feel good about the evaluation. You knew nobody was out to hurt you, and they gave good answers as to why they evaluated you as they did. You had something concrete to work with.

These comments underscore the fact that rapport between teachers and administrators was good throughout this process. A spirit of cooperation and a desire to make the plan work within the school were major factors which contributed to teacher's positive perceptions of the evaluation process.

Service On The Evaluation Team

Teachers were asked about their experience as a member of an evaluating team. The teacher's role on the evaluating team was to assist in evaluating colleagues. 11 of the 12 teachers interviewed said that they had served on the team.

Nine of the 12 teachers said that they enjoyed their experiences. One of the 12 said this about the experience:

> I really enjoyed it. They accepted me graciously into their classrooms, and it was a chance to see them teach. I enjoyed that and also getting to know what goes on in other areas.

Two teachers described their experience as being uncomfortable and difficult. Much of the discomfort was associated with having to perform evaluations on a colleague. The unfamiliar role created some distress as well. One teacher who did not have a good experience said this:

> I was a little uncomfortable because the teacher was not thrilled about my coming into her class. She was nervous and very defensive.

The data indicates that most teachers enjoyed their experiences as evaluators. Some teachers, however, had difficulty adjusting to the role of evaluator and had less than positive experiences.

The Evaluation Form

Teachers who participated in the evaluation process used a specially developed evaluation form (see Appendix 5-11). Teachers were asked whether they thought the form was adequate to help them perform the evaluation. Seven teachers thought that the form was adequate. Three teachers thought that although the form was of some help, there were several areas which needed minor improvements. A teacher who thought the form was adequate and needed no changes said:

> The summary section at the bottom of the form made it possible for you to cover everything.

Another teacher said:

> It was adequate for me because I knew exactly what I wanted...

One of the teachers who thought the form needed more work in a few areas said:

> In some areas it was, but in other areas, it was necessary to just write in your own or ignore things that didn't apply.

Another teacher described the form this way:

> The forms were probably the hardest things to come up with. You just kind of had a sense of what was going on--an overall feeling.

Adequacy of the Evaluation Visit

Teachers were asked to comment on whether they saw enough classroom activity to adequately perform their duties as evaluators. Eight teachers thought that they saw enough to make their evaluations. Three teachers said they would have wanted to see more in order to make their evaluations. A teacher who felt comfortable with the amount of time said this:

> I did, because I made it a point to do that. I guess we all did as much as we felt we needed. We've all been here a long time and know each other pretty well.

One of the teachers who wanted more exposure as an evaluator said this:

> No, it was pretty general overall. It just depended on what they were doing that day. It's hard to see in a one or two shot look whether a teacher stimulates interest or keeps students on task.

The critical variable in whether teachers saw enough as evaluators was what the teacher observed. Most teachers indicated that they observed an amount of teaching and interaction with the students which they felt was adequate for performing the evaluation.

Most teachers also indicated that both their observations (teachers evaluated their colleagues on two separate occasions) were comparable in terms of what they saw.

Effect of Serving as an Evaluator on Professional Relationships

Teachers were asked to discuss the impact of their role as an evaluator on professional relations in the school. Of concern were teacher perceptions of changes--positive or negative--in the way teachers were relating to one another. Seven teachers said that they could detect no changes in professional relations related to their service as evaluators. These teachers indicated that a business as usual attitude was adopted by the faculty. One teacher made this comment:

> You only evaluated one person, and this person is across the building. At least I know the person a little better, but as far as changing anything else I don't think it's had any bearing.

Four teachers perceived a change for the better in professional relations because of their service as an evaluator. A teacher who thought this way said this:

> Yes, I think so. You have more respect for what people are doing in other areas.

A departmental chair who thought that positive effects had come out of service as an evaluator said:

> It's strengthened my position as department chair. Members of the department are more willing to talk to me about problems in classrooms. I feel closer to the administration and more acquainted with others in other departments.

When asked if they would serve as evaluators again, 11 of the 12 teachers interviewed indicated that they would do so. Responses ranged from, "Yes, definitely" to "Sure, it's part of the job" to "Yes, just not as often."

Reaction toward Central Role of Peers in the Evaluation Process

The evaluation process at the high school centers around the idea of peer review. Teachers were asked to discuss their thoughts and feelings concerning this portion of the school's career ladder program. The teachers interviewed were quite positive concerning their central role in the evaluation process. 11 of the 12 teachers interviewed thought that a central role in the process for teachers was appropriate. Most of the positive sentiment centered around the perception that teachers know what to look for when evaluating their colleagues. One teacher who approved said this:

> Yes, a teacher has a basic background. You know more things to look for.

Another teacher said:

> Yes, especially with three people on the evaluation committee.

Modifications in Peer Review

Teachers were asked to discuss changes which would improve the peer review process. Six teachers thought that there was no need to change the process. Two teachers suggested that student involvement in the process might provide for a more accurate evaluation. Regarding this suggestion, a teacher said:

> ...certain students could give fair evaluations. Teachers have to be involved with evaluation, but when it comes down to a final decision about incompetence that should fall on the administration's shoulders.

Another suggestion made was that the school should provide teachers with more time to perform evaluations. One teacher suggested that hiring an independent evaluator would be an improvement. One other teacher suggested that more structure and discipline was needed in making sure that all evaluations which were supposed to be completed were in fact done.

Summary

This school's pilot Career Ladder Plan was quite succesful. There are several factors that appear to be keys to this success. It appears that decentralized planning, administrative leadership, heavy input from teachers, and involvement by the teachers in the evaluation process contributed heavily to the success enjoyed by this school.

The principal at the school is perceived by the faculty as being a strong leader who is very fair and consistent. Teachers were eager to participate in the plan. There are several factors which contributed to this willingness. Teachers perceived that they contributed heavily and had a major stake in ownership of the plan. Teachers thought the plan was clear and fair. The plan was voluntary and all teachers were eligible to share the money. The application process was quite clear and straightforward. In addition, there were no quotas controlling the distribution of funds.

The Peer Review Component was largely successful as well. Teachers were very supportive of this component. The data indicated that the majority of teachers thought that fair scores had been received. There were however, several weaknesses revealed concerning this component of the plan. Teachers were careful not to be too hard on their colleagues, as evidenced by generally high scores. Most teachers knew what levels their colleagues needed to receive career ladder compensation and, therefore, tried to be accomodating. The major plus of the Peer Review Component was that the majority of teachers interviewed thought the process was good for morale. The main problem perceived by teachers concerned the evaluation process. Although this component was successfully reviewed by teachers, some thought that it could be improved further by bringing in outside evaluators, providing more training for evaluations, and creating more specific guidelines for ratings.

Questionnaire Data Summary

Suburban District High School

Fifty teachers in the high school responded to a 37 item questionnaire which was designed and administered by the district. The purpose of the questionnaire was to sample teacher opinion concerning the high school's Career Ladder Program. Teachers were asked to respond according to a five point Likert scale. The scale was used to assess the degree to which teachers agreed or disagreed with statements concerning the specifics of the school's Career Ladder Plan. The scale was constructed in the following manner:

1= Strongly Agree 2= Somewhat Agree 3= Neutral 4= Somewhat Disagree 5= Strongly Disagree

A complete listing of questionnaire items may be found in Appendix 5-12. However, certain items warrant discussion at this point because of the way in which teachers responded.

In response to the item that the Career Ladder Plan encouraged and improved education, the teachers' mean response was 1.90 with an SD of .850. In response to the item which stated that the Career Ladder Plan had rewarded teachers who deserved more money and recognition, the teachers' mean response was 2.17 with an SD of 1.11. These data indicate tend to confirm what was brought out in the interviews. Specifically, teachers were positive regarding the school's Career Ladder Plan and its impact on teachers and teaching.

The response of teachers to an item which stated that the Career Ladder Plan had hurt the relationship between faculty and administration was clearly one of disagreement. The mean response was 4.480 with an SD of .680. In response to the item which stated that the Career Ladder Plan discourages cooperation between teachers, teachers also expressed disagreement. The mean response was 4.190 with an SD of 1.070. The data confirm the findings of the interviews regarding teacher to teacher relations as well as teacher to administration relations. The responses indicate that professional relations among themselves and with the administration were not damaged by the school's Career Ladder Plan.

Another item stated that the school's Career Ladder Plan was not beneficial to the students. Once again, teachers expressed clear disagreement with this statement. The mean response was 4.020 wih an SD .850. The results of these three items together confirm the findings of the interview. Specifically, teachers felt good about the contribution the plan was making to the educational process.

One area where teachers expressed some reservations in the questionnaires concerning the school's Career Ladder Plan was in the area of funding. In response to the statement indicating that funding for the program was too low the mean for teachers was 2.090 with an SD of .970. However, when responding to the statement that the Career Ladder Plan would cause them to leave teaching, most teachers did not agree. The mean response was 4.540 with an SD of 1.03.

As previously mentioned, the questionnaire data confirms the interview findings. Teachers thought that their program was an acceptable, well-planned, and fair program. Teacher cooperation in planning and evaluation coupled with strong leadership from the administrators appeared to be critical factors in the program's success.

Suburban District High School

Questionnaire Data

STATEMENT #	MEAN	SD
1.	1.340	.479
2.	1.167	.377
3.	2.420	.906
4.	3.062	1.262
5.	2.875	1.409
6.	3.286	1.080
7.	2.804	1.147
8.	2.578	1.158
9.	3.292	.874
10.	2.182	1.167
11.	1.958	.967
12.	2.702	1.102
13.	2.080	1.226
14.	1.900	1.035
15.	2.646	1.176
16.	3.760	1.255
17.	3.820	1.335
18.	3.479	1.220
19.	2.143	1.339
20.	1.896	1.077
21.	2.580	1.513
22.	2.020	1.020
23.	2.776	1.571
24.	1.740	.853

25.	4.187	1.065
26.	2.700	1.093
27.	4.184	1.034
28.	2.060	.890
29.	4.440	.907
30.	2.895	1.269
31.	4.182	1.018
32.	2.551	1.138
33.	2.848	1.010
34.	4.480	.677
35.	3.020	1.127
36.	2.170	1.110
37.	2.660	1.099
38.	4.021	.847
39.	2.085	.974
40.	2.880	1.223
41.	4.540	1.034
42.	1.896	.857
43.	2.469	.830
44.	2.146	.945
45.	3.574	1.118
46.	3.500	1.374
47.	3.191	1.191
48.	1.979	1.082
49.	2.458	1.304

CHAPTER SIX

Cross Site Analysis

Before we attempt to analyze and integrate the results from the case studies it would be helpful to pause for a moment, distance ourselves from the data, and place the concept of career ladders in clearer perspective. The call for career ladders came out of a larger national movement to improve schools (Education Commission of the States, 1983). The logic was simple: teachers influence learning, so one way to improve learning in the schools was to improve the quality of teachers. This could be done through the retention of superior teachers, the attraction of higher quality teachers and also through the improvement of working conditions for teachers.

This linkage between career ladders and teachers is an important one conceptually and methodologically for this study. Conceptually, career ladders should be viewed as a means toward an end. The desired end is improved learning in our schools. Teachers provide the necessary linkage between the time, energy, and money invested in career ladders and the desired outcome, improved schools. The centrality of teachers in this change process should be remembered as we discuss our data.

The centrality of the teacher in the career ladder/improved schools argument also has methodological implications as well. If career ladders are to have their desired effect on teaching/learning in the classroom, the central role of the teacher as an intervening variable should be addressed. In this study, we have focused on the attitudes and beliefs of teachers impacted by six different career ladder plans. The limitations of this type of research approach will be addressed subsequently, but the strengths of this approach should be noted. Central to any research on career ladders in education should be the question, "How are career ladders affecting the attitudes, beliefs, and work conditions of teachers?" To ignore this issue is to ignore the central role that teachers play in the career ladder/school improvement argument.

Having said this, several cautions concerning the present research should be noted. The first involves long term versus short term effects. No proponent of career ladders has promised immediate, short term gains as a result of career ladders. THe positive effects of career ladders will be felt, if felt at all, over a long period of time. Accordingly, research results which focus on the short term effects of career ladders should be viewed cautiously.

In a similar way, the attitudes and beliefs of teachers should not be viewed as fixed or constant entities. These attitudes and beliefs are the result of past experiences and if these experiences have not included contact with such factors as differentiated responsibilities, incentive pay, and intensive evaluation, teachers' feelings may be negative or neutral. One criterion that could be used in judging the effectiveness of initial career ladder efforts is the extent to which those efforts accomodate and attempt to change teacher belief structures.

This latter point underscores an important philosophical starting point for our research. If teaching is to develop as a true profession, then teachers must be equipped to deal with complex professional issues. Research in teacher evaluation (Kauchak, Peterson, & Driscoll, 1985), as well as career ladders (Murphy & Hart, 1985), has indicated the need for development efforts in this area.

Finally, the exploratory nature of the research should be noted. The case studies were conducted in four districts in a relatively small state, population wise, in what some might argue is a non-representative state. In addition, the research was conducted during the completion of the first year of career ladders, when teacher attitudes and beliefs were changing and being formed. As such, the case studies can be thought of as snap shots of what existed at the time of the study. Accordingly, thhses findings should be treated as tentative and hopefully generative of future research on career ladders.

With these thought in mind, let us turn to the results of our cross district analysis.

Results

One of the most striking findings was the dramatic differences between districts in teacher involvement in the planning and implementation process and the concommitant effect this appeared to have on teachers' acceptance of the plans. In general, when teacher involvement was high, teacher acceptance of the plan was high and when involvement was low, acceptance was low.

First, what are some examples of high teacher involvement? In all three of the pilot schools, teacher input was actively sought in the design and implementation of the plan. At the pilot high school, teachers elected representatives to the planning committee and served on the peer evaluation committees. At the elementary school, teachers had a non-majority representation on the planning committee and served on the peer evaluation committees. At the pilot middle school, teachers served on the planning committee and conscious efforts were made during the planning process to involve all faculty in a two-way dialogue about the content and procedures of the plan.

At the other end of the spectrum, we see a relative lack of involvement by teachers in Urban District in the planning and implementation of the plan. Teachers constituted a definite minority on the planning and had little input in the design and implementation of the plan. Top down is probably as accurate a term as any to characterize this approach. It is interesting to note that some of the most negative feelings toward career ladder existed in this district.

This finding should not come as a suprise to those who have investigated the effectiveness of organizations. Participative decision making has been found to positively influence productivity in industry (Hauck, 1979). In education a series of studies showed teacher morale to be directly related to participation in decision making (National Education Association, 1964). In a study of acceptance of new practices in education, researchers found teachers' sense of ownership of new projects related to the degree they were involved in decisions about the project (McGlaughlin & Marsh, 1978). Finally, in a study of effective teacher evaluation practices, teacher involvement and responsibility was found to be a crucial component of effective systems (Wise, Darling-Hammond, McLaughlin & Bernstein, 1984).

The effectiveness of communication channels was another variable which appeared linked to teacher acceptance. Where communication efforts were successful, as evidenced by high teacher understanding of the plan, acceptance also tended to be high. The opposite was also true; confusion and lack of understanding was generally associated with negative attitudes.

Several factors may be involved here. Scale was definitely a factor; the larger the educational unit, the larger the task for career ladder plans to disseminate plan characteristics. This problem was evident in Tennessee's Career Ladder Plan (Toch, 1984; Update, 1985). In our study, the size of the institutions varied from one district with 11,635 students and 535 teachers to one pilot school with 586 students and 25 teachers. Clearly the communication problems involved in a large district were more complex than those in a smaller district or one schoool.

However, size alone was not the only factor involved. Pockets of confusion were uncovered in both Rural and Snow districts with 93 and 61 teachers respectively, whereas this problem was not evident at the pilot middle and high schools which had faculties of 54 and 80 respectively.

Two factors affecting the communication problem may be involved in the career ladder systems we studied. One is the complexity of the career ladder system. As a career ladder system becomes more complex, communication problems increase. This may have been a factor in Snow District which asked teachers to provide their own initiative in compiling a multi-line dossier system. By comparison, the pilot schools appeared to have more clearly understood systems (at least from a participant perspective). These systems required teachers to do what they always did, i. e., teach and be observed by a peer or administrators. This was the case in the pilot middle and high schools. In the pilot elementary school individual conferences were used to define and clarify how teacher projects would meet school goals.

The other factor present in the pilot middle school was a planned communication network in which each member of the planning committee was assigned specific other teachers as part of his or her communication responsibilities. This assignment involved both dissemination of information from the planning committee and carrying feedback from individual teachers back to the planning committee. The success of this planned communication effort warrants further research.

Another aspect of communication was planned inservice programs for teacher participants. In both Snow and Rural districts, these inservice efforts were viewed positively by teachers, who thought that the information gained was helpful in shaping and understanding career ladder features.

In addition to teacher involvement and effective communication efforts, another variable positively related to teacher acceptance was administrative involvement. The nature of the administrative involvement appeared crucial. Democratic, supportive, and interactive principals were a prominent feature at each of the pilot schools. Supportive and facilitating superintendents' involvement was positively noted in both Rural and Snow districts. Interestingly, heavy building level principal involvement was not found in these districts. In Urban District the involvement of the building level principals was more perfunctory. They were to serve as evaluators and did not appear to take a major role in helping teachers understand or modify the career ladder plan. The centrality of the building level administrators in shaping teacher acceptance of career ladder features has been noted in a national study of innovations (Berman & MsLaughlin, 1978) and in another study of Utah career ladders (Hart, 1985).

Another variable which surfaced in our data was the shape of the career ladder pyramid or the presence or absence of quotas. The most positive response from teachers came from the three pilot school sites where virtually all teachers were eligible (and coincidentally expected to receive career ladder funds). The most negative reactions came from Urban District where fixed quotas were in place. It should be noted, however, that the absence of quotas does not in itself guarantee teacher acceptance as was noted in Snow District, which had no quotas.

Two other factors which surfaced in the analysis of the data were problems with the evaluation process and the need for flexibility in the design of career ladder systems. In terms of evaluation problems, respondents from both Rural and Snow districts identified increased time and energy expended as a result of career ladder programs as a major problem in their districts. Respondents in these districts questioned whether the time and energy being expended would result in increased learning for their students. Here the distinction between job enlargement and performance recognition seems relevant.

Job enlargement involves redefining the teacher's role to include other responsibilities such as curriculum development, mentoring, and area coordination (Murphy & Hart, 1985). Performance recognition involves rewarding teachers for their performance in their teaching and does not require additional responsibilities. The negative comments about increased amounts of time were both related to documentation efforts for performance recognition. It may be that teachers do not accept the documentation task as a valid one for teachers. Here, the amount of time involved appears to be a critical issue.

In terms of flexibility, it appeared positively related to teacher acceptance. To the extent that career ladders were able to accomodate the considerable diversity found within a system the better the career ladder plan was received by teachers. This finding was not as strongly supported as some of the others but the data is suggestive in this direction. At the positive end of the spectrum, in both the pilot elementary and middle schools, teachers were permitted to design projects for their individual classrooms. The only negative comment about this component of these schools' career ladder plans occurred when resource teachers had problems fitting into the general guidelines. Within Rural District the flexibility of the job enlargement component was also viewed favorably by teachers.

However, three counter cases also surfaced. At both the pilot middle and high schools, teachers encountered uniform evaluation systems, and had no major complaints about these systems. In addition, Snow District teachers had considerable latitude in the design of their dossiers, yet sentiment toward the system was negative to mixed. Perhaps flexibility is important only when job enlargement is the issue.

Summary and Discussion

The most suprising finding was one that did not occur. When we began our study we were predisposed to look for structural features of plans that were related to teacher acceptance. This notion, or hypothesis, if you will, was generated by previous research in teacher evaluation in which we found clear differences in teachers' acceptance of various teacher evaluation procedures (Kauchak, Peterson & Driscoll, 1985). Accordingly, we investigated career ladder systems that had different structural features, assuming that these would relate to teacher acceptance. This did not occur.

For example, the type of evaluation system employed did not appear crucial. Teachers in the pilot middle school reacted positively to administrator evaluation while teachers in Urban District reacted negatively. Our research failed to uncover any substantive differences in the focus, frequency, or length of the administrative visits in the two districts. Peer evaluation was another structural variable which did not appear related to teacher acceptance. Teachers were involved in classroom visits in the pilot middle school with positive reactions, while teachers were involved in the evaluation of teacher dossiers in Snow District with mixed to negative teacher acceptance.

In a similar way, the difference between job enlargement and performance recognition did not surface as a differentiating structural feature. We found three sites (Snow, Urban, and Rural) with negative teacher reactions to performance recognition features of their systems, and two sites (pilot middle and high school) with positive teacher reactions to this component. In terms of job enlargement we found two sites (pilot elementary, pilot middle) with positive reactions to job enlargement and two sites (Urban and Rural Districts) with mixed reactions to this component of their plans.

Recommendations

From a practical or applied perspective, the present research has several implications for the design and implementation of these systems. The first is that teachers should be integrally involved in the design and implementation of these systems. This might seem obvious when we consider that the central focus of career ladder impact is aimed at teachers themselves, but this point has eluded career ladder developers in this state as well as those in others (Toch, 1984).

A second recommendation is for the development of planned inservice and communication efforts. Teachers attitudes and beliefs should not be viewed as fixed or static entities. Inservice efforts should be used to expand teacher understandings of the issues involved. In addition, systematic communication efforts should be used to promote two-way communication of ideas.

In the design of the career ladder, consideration should also be given to the complexity of the system, and the time and energy demands it places on participants. The more complex the system the harder it is for teachers to understand and participate in the system. Also. participation in the system should not pull teachers away from their primary focus which is teaching (Lortie, 1975). This appears to be especially problematic when the focus of the system is performance recognition and teachers are asked to expend considerable time and effort in documenting good teaching.

Flexibility in meeting the diverse needs of the total teaching population should also be a consideration in the design of a career ladder system. An implicit theme which surfaced in a large number of our interviews were the problems encountered by teachers in diverse settings with distinct assignments. This problem surfaced with special education teachers, vocational education teachers, physical education teachers, and even "regular" teachers at different grade levels. The measurement problems involved in documenting good teaching were central here.

One final recommendation can be offered, relating to scale and local autonomy. Given the positive findings in the pilot schools that we investigated, the positive results in other states with small scale projects (Natriello & Cohn, 1985; Burke, 1982; Schlecty, Joslin, Leak & Hanes. 1985) and the initial negative results in laerge scale state projects (Toch, 1984: Olson, 1986) we wonder about the advisability of large scale, monolithic career ladder plans. Our findings, plus the findings of others seem to suggest the advisability of small scale projects with local control and autonomy.

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APPENDIX 2-1

SNOW DISTRICT CAREER LADDER PLAN

CAREER LADDER PLAN - YEAR TWO

Draft #1

PURPOSE

The purpose of the Career Ladder Plan in the School District is to improve education by:

- recognizing and rewarding excellence in teaching
- providing opportunities for teacher advancement and promotion
- compensating teachers for additional assignments
- making teacher salaries more competitive with other professions
- attracting and retaining the best teaching talent

CAREER LADDER STRUCTURE

Senior Teacher

Associate Teacher → Additional Responsibility Assignments

Certified Teacher

Certified Teacher is a teacher who is fully certified, but has not yet presented a dossier for promotion or who has not yet been approved for promotion.

Associate Teacher is a contributing, well functioning teacher, who has successfully taught for three years, at least one of which is in the School District, and has presented his/her "dossier" which must contain at least five credible lines of evidence, and been approved for promotion by the promotion panel, receiving at least 5 affirmative votes. Teachers at the Associate level receive an annual stipend of $1,500 beyond the base salary.

Senior Teacher is an exemplary teacher who:

- has taught at least six years, three of which must be in the School District
- has presented his/her dossier containing at least seven credible lines of evidence which demonstrate the "exemplary" nature of his/her teaching ability.
- has been approved for promotion by the promotion panel - receiving at least seven affirmative votes.

Teachers at the Senior level receive an annual stipend of $3,000 beyond the base salary.

PROMOTION PROCESS

The promotion process has two steps:

- Preparation of the dossier
- Review and action of the dossier by the promotion panel

Preparation of the dossier should take 2-3 years. The content of the dossier is described under "Lines of Evidence".

Dossiers must be submitted at least two weeks prior to a schedule promotion by the promotion panel members.

PROMOTION PANEL

The Promotion Panel has eight voting members at any one time - four teachers, two administrators, and two parents.

Each school will name a full member and an alternate. The full member votes on each dossier, the alternate on those dossiers emanating from that school.

The two administrators includes the Superintendent and the Principal of the school from which the dossier emanates.

Three public members will be appointed by the board. Any two of whom may be present and vote at each meeting.

Initial terms of office for teachers are for two years. Subsequent terms of office for one year. A rotation system will be in effect - rotating the alternate teacher member into the full member slot and appointing a new teacher to the alternate slot.

The three public members will serve 3 year rotating terms with one new member being added each year.

Chairmanship of the promotion panel will rotate between the three permanent teacher members. Findings of the promotion panel are limited to three:

- promoted
- dossier needs work - particular attention needs to be paid to these areas
- clarification needed of specific lines of evidence

TEACHER DOSSIER

The primary source of information for promotion is a dossier prepared by each teacher. In the dossier is the teacher's best case for the value of his/her work. The evidence should pertain to the quality of teaching, the quantity of learning, professionalism, and ethicality. While there are not perfect measures of the above, there are lines of evidence which provide a satisfactory estimate for evaluation. It is the professional responsibility of each teacher to construct the dossier. The district will assist in this process. The dossier generally has the following contents and characteristics:

- dossier is property of applicant - not of school district

  Teachers have control over contents. They see evidence before it is entered, and make decisions about what is included. It is their best case.

The contents of dossiers will vary:

- Evidence will be from a variety of lines. No one line is satisfactory for all teachers; no line is compelling and complete enough to serve by itself as a complete indicator of teacher quality.
- It should contain credible and reliable evidence. Data collected in a safe manner (e.g., outside person collects and scores student questionnaires).
- Format of dossier presentation will include a resume indicating that the person is eligible to be promoted.
- A summary sheet indicating lines of evidence used
- Documentation of each line of evidence
- Supplemental supporting date and working papers

TEACHER OVERSIGHT COMMITTEE

A teacher oversight committee consisting of one teacher from each school will be appointed to perform the following functions:

- advise teachers on preparation of dossiers
- be advocates for quality evaluation in the district and profession
- add a professional perspective
- open up to scrutiny the decision making process
- be available as consultants for administrators

APPEAL PROCESS

An appeal process has been established to protect the due process rights of each teacher. The decision of review board is final. Appeals will be filed with the promotion panel. They will reconsider the issue and make whatever decision they feel is appropriate. This decision may be appealed to the school board for their review.

LINES OF EVIDENCE

The following lines of evidence may be used by teachers in preparing their dossier. Each line of evidence has conceptual, practical, and procedural limitations.

A. Principal Observation/Administrator Report
B. Pupil Achievement
C. Student Reports
D. Peer Review
E. Parent Survey
F. Teacher Established Performance Goals
G. Professionalism
H. Special Services
I. Teacher Tests
J. Other

TRANSITION 1985-86

1985-86 will continue to be a year of transition. Developing new evaluation systems and evidence which documents the value of teacher performance requires time. In addition, it is expected that the first two years of experience will result in modifications to the plan.

Teachers with less than 3 years in the district will begin the year in certified teacher status. Tenured teachers will be considered as "teachers" without any specified "rank" until such time as they are promoted to Associate TEacher. All tenured teachers and those with at least three years of previous teaching experience (at least one of which is in the school district) will have the opportunity to apply for promotion to Associate Teacher status during the 1985-86 school year.

Once promotion has been awarded, the promotion pay differential will begin on a prorated basis. All tenured and associate teachers will be eligible to apply for "Additional Responsibility Assignment" during this two year transition phase.

Promotion to the level of Senior Teacher will not begin until the 1986-87 school year. However, evidence gathering is expected to occur during this time.

ADDITIONAL RESPONSIBILITY ASSIGNMENTS

In addition to the promotional ranks that teachers can attain, the plan includes "Additional Responsibility Assignments." Individuals would be selected by the promotion panel to fill these roles. The assignments will be developed to meet the following purposes:

A. To meet needs identified by the administration (both Superintendent and Principals) for which a job description is prepared. This could include curriculum development, design of a testing program, summer school coordinator, etc.

B. In response to a teacher generated proposal that demonstrates benefits to the school district and acknowledges innovative ideas and approaches. It is expected that these assignments would be rotated. Teachers would fill them for one to three years. The job description and/or proposal would identify the number of years required. Evidence of satisfactory performance would need to be demonstrated.

EVALUATION PROCESS FOR DEMOTION, REMEDIATION OR TERMINATION

The principal still retains the responsibility for summative evaluations. Periodic evaluations shall continue to be made by the administration. Teachers receiving unsatisfactory ratings, would be placed on remediation, leading to either reinstatement or termination.

DISTRICT SUPPORT

While teachers will be expected to take leadership in their own professional evaluation activities, the school district will provide the support necessary to enhance quality evaluation. These will include:

- inservice training in evaluation
- administrator evaluation
- technical advice and assistance
- high quality substitutes
- beginning teacher support groups
- visitation programs for teachers with exemplary features
- assistance in data gathering for lines of evidence

APPENDIX 2-2

SNOW DISTRICT INTERVIEW QUESTIONS

1. What is your current teaching assignment in this school?
2. How long have you been teaching? In Snow District? Elswhere?
3. How informed are you about the Snow District Career Ladder Program? Well informed? Somewhat informed? Not at all? Did you take the 30-hour inservice? Where did you get the info? How effective was the dissemination of the info?
4. Let's talk for a moment about the extended contract day.
   a) How do you feel about the number and placement of the days?
   b) Do you have any suggestions about how this portion of the plan could be improved?
5. Let's talk now about the additional service assignments.
   a) Did you participate on any of these committees?
      1) If so, was the experience a good one and why?
      2) If not, would you have wanted to?
   b) Was the selection process clear and fair?
   c) If you worked on any of the district committees did the group function effectively?
6. Now let's talk about the promotion component.
   a) Did you opt for promotion?
      1) If yes, ask why. Tell me about the factors which influenced your decision to submit your dossier (administrative pressure, peer pressure, money).
      2) If no, ask why.
   b) What about the dossier system?
      1) Is it an effective way to document good teaching?

        2) What problems did you encounter in putting yours together?
        3) Was the teacher oversight committee helpful? How or why not?
        4) Approximately how much time did it take for you to prepare your dossier?
        5) Can you think of any way to improve the dossier part of the promotion process?
    c) Now let's talk about the promotion process itself.
        1) Is the Promotion Review Board functioning effectively? (Why or why not?)
        2) What about the number and percentage of the people being promoted--is this about right (why or why not?)
        3) Can you think of any way to improve the promotion process?

6. Did the process of putting the dossier together give you the opportunity to think about your teaching? Did you find the process valuable? What did you think?
7. Do you think you have used or will use any of the dossier info to change your practice? (Specify, student reports, parent survey, peer review). Which aspects and why?
8. What are your perceptions of the effect that the district's career ladder system is having on relations within the school or district?
    a) Among teachers? b) Between administrators and teachers?
    c) Between those who submitted and those who did not?
    d) Between those promoted and those not promoted?

9. What needs to be done next to improve the present career ladder system?

10. Do you see any long-term effects of career ladder systems on the profession?

11. Any additional comments?

APPENDIX 2-3

SNOW DISTRICT CAREER LADDER QUESTIONNAIRE

Section I.

Below are listed statements about your district's career ladder program. Indicate the degree to which you agree or disagree with each statement by writing a number from the following scale in front of the statement.

1=strongly agree	2=somewhat agree	3=neutral	4=somewhat disagree	5=strongly disagree

1.______ The career ladder program is effective in encouraging and rewarding good teaching.

2.______ The career ladder program discourages teachers from working together.

3.______ The Career Ladder program has helped the relationship between teachers and principals.

4.______ I have no idea what the career ladder teachers are doing in my school for the extra money they are receiving.

5.______ I feel teaching is more rewarding because of the Career Ladder Program.

6.______ Almost all of the negative feelings generated by the Career Ladder Program have gone away by now.

7.______ The Career Ladder program has hurt the relationship between teacher and principals.

8.______ The Career Ladder program gives recognition and money to good teachers who deserve it.

9.______ Teachers are paying more attention to things that will not have any benefits for students because of the Career Ladder Program.

10._____ Not enough money is provided to adequately fund the Career Ladder Program.

11._____ I am seriously thinking about leaving teaching altogether because of the Career Ladder Program.

12._____ Our district's career ladder program encourages educational improvements.

13._____ My classroom instruction has improved because of the Career Ladder Program.

14._____ Continue our District's Career Ladder Program as it now exists.

15._____ Continue our District's Career Ladder Program, but only with major changes.

16._____ Terminate our District's Career Ladder Program. It cannot be rehabilitated

Section II.

1. At the beginning of the 1984-85 school year, how many years of continuous service did you have in this district?

_________ years

How many years elsewhere?

_________ years

2. What level do you teach?

_________ elementary

_________ middle

_________ high school

3. What is your sex?

_________ male

_________ female

4. What do you feel is the most positive aspect of your district's career ladder plan?

5. What do you feel is the most negative aspect of your district's career ladder plan?

6. What suggestion(s) do you have to improve your district's career ladder plan? (Use the back if necessary.)

APPENDIX 3-1

RURAL DISTRICT CAREER LADDER PLAN

CAREER LADDER PLAN

1. Identifying Information
   a. School District
   b. Submitted May 10, 1984
   c. - Agency Contact Person

2. Descriptive, qualifications, and general job descriptions are described in the attached Ladder.

3. Teaching personnel will be Career Ladder participants in accordance with standard nine.

4. Several meetings were held over the past several months involving the Career Ladder Steering Committee. The Committee was composed of three patrons appointed by the Board of Education, a teacher selected from each of the three schools by the building teachers, and three administrators appointed by the superintendent.

   Teacher representatives reviewed the Ladder with the building staffs as it was being developed. They received comments and expressed those during committee meetings.

   The total proposed Ladder was presented to the Board and public during the April Board Meeting.

   The total proposed Ladder was discussed in an open meeting with the total staff in April.

   At the May , 1984, open meeting of the County Board of Education, the Ladder was once again discussed with patrons and teachers. Input was received.

   The proposed Ladder was adopted by the Board on May , 1984.

5. It is an attempt to encourage leadership in instruction and curriculum.

6. Applications will be required to identify skills, abilities, education, etc. Evaluation will be a composite program determined by the Career Committee and applicant, utilizing components as listed in the Ladder.

7. This information is contained in the Ladder.

8. Budget as set by the State is $63,000. An approximate maximum of $30,000 will be used for extended days for all teachers who apply. The extended days will allow planning and evaluation, freeing normal school days to be better utilized for instruction.

9. All participants, staff members, administrators, board members, and parents will be given continued opportunity for input and evaluation throughout the program. Additionally, a yearly appraisal involving a written evaluation form and a general open meeting will be part of the evaluation of the program.

. COUNTY SCHOOL DISTRICT

TEACHER COMPENSATION AND CAREER LADDER

Teacher

LEVEL I

Qualifications	Responsibility	Compensation
-Bachelor Degree -Certification -Endorsement -Probationary Status	-Become familiar and proficient in school district curriculum and teaching model. -Additional 5 to 9 days required. Prior to school & between terms. -Classroom teaching.	-Current salary scale -Paid additional days
	Superior Performance Determined by any or all of the following: -Application -Student Achievement -Student, Administration, Faculty Evaluation. -Other documented achievement.	$400 to $800 Additional

[illegible] p 4 applicable

LEVEL II

Qualifications	Responsibility	Compensation
-2 or 3 years successful teaching experience. -Bachelor Degree -Certification -Endorsement -Recommendation for continued employment.	Classroom Teaching	-Current salary scale
	Superior Performance Determined by any or all of the following: -Application -Student Achievement, -Student, Administration Faculty Evaluation. -Other documented achievement.	$500 to $2,000 Additional

LEVEL III

Qualifications	Responsibility	Compensation
-2 or 3 years successful teaching experience. -Bachelor Degree -Certification -Endorsement -Recommendation for continued employment. -Successful Application.	Classroom teaching	-Current salary scale
	Extended Responsibility Career ladder options in one or more of the following areas: -Curriculum Development -Inservice Training -General Needs, e.g., summer school, remedial, gifted, specialized areas, vocational areas gifted & talented, adult ed. programs, innovative programs, additional student load, teacher facilitation, etc. End of term additional days.	$850 to $3,000 Additional or per diem.
	Superior Performance Determined by any or all following: -Application -Student achievement -Student, Administration, Faculty Evaluation -Other documented achievement	$500 to $2000 Additional

LEVEL IV

Qualifications	Responsibility	Compensation
-4 years experience including at least 1 year on Level II or III* -Advanced degree, 45 hours of appropriate credit or demonstrated equivalent. -Personal growth -Successful Application. -Exemplary Teaching.	-Classroom Teaching - at least 85% of time to be involved in actual classroom experience, teaching, directing, or assisting students.	-Current salary scale
	Extended Responsibility: -Teacher Facilitation Requirements: 3-8 hrs additional time per week An additional week prior to & after school. Observe & conference with person assigned daily or weekly. Assist & organize new teachers, aides or volunteers.	$850 to $3,000 Additional or per diem.
	-Instructional Improvement. Requirements: 3-8 hrs Additional time per week and/or additional time during summer in observing, developing, facilitating, implementing & demonstrating instructional improvement to increase teacher skill & effectiveness, and or aide or volunteer skills.	
	-Curriculum Development & Improvement Requirements: Additional 3-8 hrs. per week and/or extended summer work on curriculum continuum committees to evaluate, coordinate & train other staff members in utilization of curriculum development.	
	-School Learning Enhancement Requirements: This will depend on educational situation & needs. Examples of areas considered could be: Assuming responsibility for larger class loads, community service, coordinating volunteers, tutoring, etc. Additional time expected.	
	Superior Performance Determined by any or all of the following: -Application -Student achievement -Student, Administration, & Faculty evaluation -Other documented achievement	$500 to $2,000 Additional

LEVEL V

Qualifications	Responsibility	Compensation
-4 years experience with at least one year on Level II or III.* -Advanced degree, 45 hours of applicable credit, or demonstrated equivalent. -Personal Growth -Successful Application -Exemplary Teaching	-Classroom Teaching at least 85% of time to be involved in actual classroom experience, preparation, teaching, directing or assisting students.	-Current salary scale
	Extended Responsibility -Leadership role of Level IV programs. -Indepth instructional commitment as needed by children and/or educational system e.g., assisting teacher facilitators help teachers through observation, staff development and generating materials.	$2,500 to $5,000 Additional or per diem.
	Superior Performances determined by any or all of the following: -Application -Student Achievement -Student, Administration, Faculty Evaluation. -Other documented achievement.	$500 to $2,000 Additional

Compensation Note: Money amounts may be changed to percents dependent upon the availability of funds as determined by the Board. Applicants will receive funding information prior to accepting career ladder placement. Payment schedule will be monthly or by lump sum--one or two payments.

*During the 1984-85 school year the one year at Level II or III requirement may be waived to allow access to Level IV and V by competent staff members.

EVALUATION AND CONTINUATION PROCEDURE

Career ladder teachers are exemplary educators. Because of that fact, their talents and work will be observed by many. Parents, community, educators and education students will be invited to view their work. In that light, evaluation will be a continuous process. A comprehensive formal evaluation will be required at least once a year for the first three years at each step. Thereafter, a comprehensive evaluation will be required every three years.

Career ladder teachers may remain at their level for an agreed period contingent upon satisfactory evaluations, program needs and funding.

individual evaluation criteria

Evaluation Criteria

The career ladder program with its evaluation criteria is and will be a process of continuing appraisal and improvement. To expect a completely adequate system to be developed in a two to three month period is to expect unrealistically. Therefore, it is the [illegible] County School District Career Ladder Steering Committee's goal to design a solid foundation from which to build. That foundation contains the following:

1. Job-Description
   Evaluation will be determined by a comparison of anticipated or predetermined and agreed upon standards, stated or implied, in the job description through the following ways:

   (1) Internal or self-evaluation
   (2) External evaluations which shall include:
   -Administration
   -Individuals directly affected by the applicant viz., students, faculty.
   (3) External evaluation options may include any or all of the following agreed upon:
   -Peer
   -Team
   -Outside professional
   -Parents or community member
   (4) Other information presented by the teacher, administration, or others as agreed upon.

2. Content and Quality
   The content and quality of that content, are critical to the positive growth of students. It is also a crucial consideration in committees and leadership responsibilities.

   (1) Quality content should be:
   -Appropriate
   -Accurate
   -Current
   -Comprehensive

   (2) It will be evaluated by comparison with the following:
   -District curriculum requirements and recommendations
   -State curriculum requirements and recommendations.
   -Current needs.
   -Other applicable data as agreed upon.

3. Quantity

In the growth of students and staff members, the amount of learning or accomplishment is of significant importance. An effective teacher or leader must be able to demonstrate quantitative as well as qualitative results.

(1) Quantity as it relates to students is the demonstration of achievement determined by applicable measurement, may include:
- -Baseline skill acquisition as appropriate and in relation to the student's historical achievement and projected expectations.
- -Criterion referenced tests as appropriate and in relation to the student's historical achievement and projected expectations.
- -Standardized tests as appropriate and in relation to the student's historical achievement and projected expectations.
- -Other demonstrations of achievement i.e., competition, awards, honors, etc.

(2) Quantity as it relates to extended responsibilities in the demonstration of accomplishment is determined by:
- -Comparison of pre-determined goals with end results.

4. Professionality

Professionality is maintaining the standard expected of a professional educator. It is observable in the appropriate use of the skills and tools of the profession and the continual effort to improve and learn.

(1) Professionality as it relates to instruction is observable in:
- -The use of reliable appraisals of students needs.
- -The use of appropriate approaches to meet the needs of individual students.
- -The use of effective instructional models or systems.
- -The use of appropriate test construction.
- -The use of tests that are appropriate to the instructional style and learner ability.
- -The use of grading that accurately reflects testing, achievement, participation, etc.
- -Use of appropriate motivational techniques.

(2) Professionality as it relates to extended responsibility is observable in:
- -The use of reliable and appropriate approaches, methods and evaluations.

(3) Professionality as it relates to self improvement is observed by learning improvement efforts, i.e., workshops, schooling, self-improvement projects.

(4) Professionality is determined by:
- -Examination of materials actually used.
- -Observation by administators, peers, outside professionals or others as agreed upon.
- -Evidence and/or documents.
- -Student evaluation.

5. Ethicality

Ethicality is a measurement of fairness, honesty and humanism.

(1) It is observable in relations with:
- -Students
- -Peers and staff personnel
- -School and district
- -Parents
- -Community and others outside the educational setting.

(2) It is observable in:
- -Fairness in the treatment of students and others.
- -Absence of favoritism, derogatory or belittling comments, deception or trickery.
- -Straight forward open communication
- -Clearly defined expectations
- -Honesty

(3) Ethicality is determined by observations and evaluation by:
  - Self
  - Administrators or supervisors
  - Students

(4) Ethicality may be determined by observations and evaluations by:
  - Peers
  - Outside professionals
  - Parents or community members

SELECTION PROCESS

Application Procedure

Individuals wishing to be placed on the career ladder at any level must do so by written application. That application must conform to the accepted or proposed job description and include supporting materials. An interview may be required.

Ladder-Committee

A committee composed of one central office administrator, one principal, two community patron and one teacher from each school will review each applicant. They will recommend to the superintendent, career ladder placement.

Appeal Procedure

All applicants have the right to appeal career ladder decisions. That process will include the following steps:

1. The appeal must be made in writing to the designated central office administrator.
2. It must be tendered within 10 working days of the applicants notification of the committee's decision.
3. It must state the career ladder level and/or position requested.
4. It must state reasons for the appeal.
5. It must make a recommendation as to the applicant's preferred solution.

After receiving the appeal information, the central office administrator (hearing officer), will interview the applicant to discuss stated concerns. He shall make one of two decisions: uphold the committee's recommendation or request reevaluation of the applicant. Should a reevaluation recommendation be made, the hearing officer will be required to submit to the committee, either in writing or in person, reasons for reconsideration. Should the hearing officer uphold the committee's recommendation, the applicant may appeal to the Morgan School Board Appeal Committee. This committee, composed of three board members, shall review all pertinent information. A personal interview may be required. The applicant has a right to address the board committee if desires. The board committee shall determine to uphold the career ladder committee's decision or instruct the career ladder committee to reconsider the application. The board committee directive will be the final step in the appeal process; their decision will be final.

Career Ladder Committee

The Career Ladder Committee shall be composed of:

--One central office administrator appointed by the superintendent
--One principal apppointed by the superintendent to serve for 1 year. This position will be rotated through all principals.
--Two community patrons appointed by the Board of Education to serve a two year term.
--One teacher from each school determined by the vote of teachers in that school upon application to that position.

Staff committee members will receive career ladder designation and be eligible to receive additional remuneration. The first appointments will be for one, two, and three year terms with all subsequent terms being three years.

COUNTY SCHOOL DISTRICT
CAREER LADDER APPLICATION

GENERAL INFORMATION

Name________________________________ Date________________

Building__________________________ Grade/Subject________________

AREA OF CONSIDERATION (Check as appropriate)

Level I

________Superior Performance

Level II

________Superior Performance
________Extended Days

Level III

________Superior Performance
________Extended Responsibility
    ________Curriculum Development
    ________Inservice Training
    ________General Needs

(Indicate Specific Information and/or Program)

____
____
____

Level IV

________Superior Performance
________Extended Responsibility
    ________Teacher Facilitation
    ________Instructional Improvement
    ________Curriculum Development and Improvement
    ________School Learning Enhancement

(Indicate Specific Information and/or Program)

____
____
____

Level V

________Superior Performance
________Extended Responsibility
    ________Teacher Facilitator
    ________Instructional Improvement
    ________Curriculum Development and Improvement
    ________School Learning Enhancement
    ________Indepth Instructional Commitment
    ________General Needs

(Indicate Specific Information and/or Program)

____
____
____

QUALIFICATIONS

Years of Experience: ______________ Other______________

Degree(s) ____

Certificates and Endorsements________________________________

____
Signature

On an additional sheet(s), please provide the following:

1. Specific experience as it relates to requested career ladder duties.
2. Specific education as it relates to requested career ladder duties.
3. Strengths in teaching skills, curriculum, leadership, working with students, and dealing with adults.
4. Evaluation criteria and process you would accept for your evaluation.
5. Additional awards, situations, information, etc., that may be helpful in determining ladder placement.

RURAL DISTRICT INTERVIEW QUESTIONS

School District Interview

1. What is your current position in this school?

2. How long have you been teaching?

3. The Career Ladder plan has three major components: extended days, extended responsibility and superior performance. I'd like to talk with you about each of these. Let's start with extended days.

   a) The plan called for the maximum number of days allowed. Do you agree with this? (Why or why not?)

   b) The extended days were left unstructured. Do you agree with this or should the district plan some activities during this time such as inservice?

4. Let's talk now about some of the extended responsibilities.

   a) One of these was as facilitators for new teachers.

      1) Should this program be continued in its present form?

         Why?

2) Were the criteria and the selection process clear? (Fair?) (If not, how could they be made clearer or fairer?)

b) Curriculum Development (e.g., working on a district-wide math curriculum). (If they don't know what this is, mention these names: , , and .)

1) Should this component be continued in its present form? (Why or why not?)

2) Should the focus for these curriculum projects be determined by the district or individual teachers?

3) Were the criteria and selection process clear? (Fair?) (If not, how could they be made clearer or fairer?)

c) Extra Responsibility (e.g., writing project and voc. ed. construction project)

1) Should this component be continued in its present form? (Why or why not?)

2) Were the criteria and the selection process clear? (Fair?) (Why or why not?)

d) Career Ladder Committee

1) Is the composition of this committee a fair representation of the district?

2) Is there anything about the workings of this committee that could be improved?

3) The people on this committee are paid on a per diem basis. Is this fair? If not, what alternative?

5. Superior Performance

1) Is superior performance pay a good idea? (Why or why not?)

2) The district is presently experimenting with the following evaluation criteria. How do you feel about each?

1) Administrator evaluation

2) Peer evaluation

a) Teachers

b) Co-workers (e.g., secretaries and janitors)

c) In peer evaluation using teachers, should the focus of the evaluation be the teacher's actual classroom performance or should it be broadened to include lesson plans, student papers, etc.

d) Parent surveys

e) Student surveys

f) Student achievement scores

g) Self-evaluation

6. Did you apply for any of these this year? (Why or why not?)

7. Do you plan to apply for any of these for the next year? Why or why not?)

8. What is your perception of the effect that the career ladder system has had on relations within your school/district?

   a) Among teachers?

   b) Between administrators and teachers?

   c) Between career ladder teachers and non-career ladder teachers.

9. Has career ladder recognition affected teachers in your schools in terms of esteem, contribution or morale? How? Why?

10. Finally, what needs to be done next to improve your present career ladder system?

APPENDIX 3-3

RURAL DISTRICT CAREER LADDER QUESTIONNAIRE

CAREER LADDER QUESTIONNAIRE

Section I.

Below are listed statements about your school's career ladder program. Indicate the degree to which you agree or disagree with each statement by writing a number from the following scale in front of the statement.

1=strongly agree	2=somewhat agree	3=neutral	4=somewhat disagree	5=strongly disagree

1.______ The career ladder program is effective in encouraging and rewarding good teaching.

2.______ The process of selecting teachers for career ladders is fair.

3.______ The career ladder program discourages teachers from working together.

4.______ The criteria used for selecting people for career ladder positions was understandable and clear.

5.______ The career ladder program has helped the relationship between teachers.

6.______ The selection process for career ladders was extremely upsetting or offensive to me.

7.______ I have no idea what the career ladder teachers are doing in my school for the extra money they are receiving.

8.______ I feel teaching is more rewarding because of the career ladder program.

9.______ I feel better about the career ladder program because of this year's growing experience.

10.______ The career ladder program has hurt the relationship between teachers.

11.______ The career ladder program gives recognition and money to teachers who deserve it.

12.______ Teachers are paying more attention to things that will not have any benefits for students because of the career ladder program.

13.______ Not enough money is provided to adequately fund the career ladder program.

14.______ I am seriously thinking about leaving teaching altogether because of the career ladder program.

15._____ Our school career ladder program encourages educational improvements both in advanced education and inservice training.

16._____ My classroom instruction has improved because of the career ladder program.

17._____ The teacher facilitator has been successful in my school.

18._____ I would be willing to receive a small financial amount to enable more individuals to be on the career ladder.

19._____ I think the superior teacher is an area to retain.

20._____ If funds are available, more career ladder money should be placed into extended contract days.

21._____ For people to be involved in the career ladder program they should do extra assignments for the money.

22._____ If teachers are placed in the superior category, they should maintain their daily assignments but not have any more extra responsibilities.

23._____ I think our district is following the intent the state legislature has established for career ladder money.

24._____ Information concerning the career ladder program has been open and public in our school.

25._____ I feel that even though we have teacher facilitators, other teachers on the faculty have been as helpful as in the past.

26._____ I feel the career ladder money should be divided up equally between the three schools.

27._____ I feel that if one school has a more urgent or pressing need for the implementation of a program, then more money should be channeled there.

28._____ I want the administrators of the school to select those who will receive career ladder money.

29._____ I am satisfied having a committee select the ones on the career ladder.

30._____ For teachers to be on the career ladder they should apply for positions yearly.

31._____ Continue our school's program as it now exists.

32._____ Continue our school's program, but only with major changes.

33._____ Terminate our school's program. It cannot be rehabilitated.

Section II.

1. At the beginning of the 1984-85 school year, how many years of continuous service did you have in the district?

   ______ years

2. What is your position in the school?

   ______ Full-time teacher

   ______ Full-time counselor, media coordinator, or other non-classroom certificated position

   ______ Part-time teacher/part-time counselor, media coordinator, etc., but working full time in one school

   ______ Part-time teacher

   ______ Part-time counselor, media coordinator, etc.

3. What is your sex?

   ______ Female

   ______ Male

4. What do you feel is the most positive aspect of our district's career ladder plan?

5. What do you feel is the most negative aspect of our district's career ladder plan?

6. What suggestion(s) do you have to improve our district's plan?

APPENDIX 4-1
CAREER LADDER PROPOSAL

I. AGENCY: II. DATE OF APPLICATION:

School District

:

III. LOCAL AGENCY CONTACT PERSON:

Superintendent

IV. DEVELOPMENT OF PLAN: (Standard 11)

A. A committee was formed representing teachers, parents, and administrators in the district. There were four teachers, five administrators, and twelve parents. The committee has developed a plan and the plan is being submitted. The committee will also continue to meet to put further refinements to the plan and the specific allocation of funds to the different steps in the Career Ladder.

V. FUNDING OF THE PROGRAM: (Standards 6 & 7)

Based on the work of the committee, fifty percent of the allotted funds in Career Ladders will be to employ all teachers for an additional three days. The elementary will have one extra day prior to the beginning of school and one day each semester for parent-teacher conferences. These are dates where we will pay teachers to do the conferencing, but they are not counted as part of the 180 days for students. Students will not be in attendance on these days. Middle and secondary teachers will have one additional day between the semesters and will have the same parent-teacher conference arrangements as the elementary teachers. The other fifty percent of the funds will be used to fund steps on the Career Ladder, which will be described in a later section of this application.

VI. CAREER LADDER PROGRAM:

A. Extended Year Contract (Standard 7)

Fifty percent of our allotted money will be used for an extended year contract. This will be approximately three extra days for each teacher, resource teacher, counselor, and certified media personnel (Standard 9). This extended year contract will be available to all of the above named employees. Each person will be required to participate in the extended year. The distribution of these days and the purposes were discussed in a previous section of this application.

B. Evaluation and Role Descriptions (Standards 5, 8, and 10)

The committee already established will continue working through the 1983-84 school year and during the summer of 1984 to develop the following:

1. A procedure for evaluating for advancement and placement on the Career Ladder. The evaluation procedure will include the guidelines listed under Standard 5.

2. The criteria for qualifying for each of the steps on the Career Ladder will be developed. These will include effective teaching performance and additional instructional-related responsibilities. (Standards 6, 8, and 10.) We expect to have the committee's work completed by August 15, 1984.

C. Career Ladders (Standard 6)

There will be four steps in our Career Ladder. Step #1 will be for all teachers who are completing their probationary period of employment in the district and teachers who have been placed on probation because of ineffective teaching. Teachers placed on this step will not be eligible for any extra payment under the Career Ladder program. A teacher who is completing his/her probationary period of employment will be able to qualify for extra payment as an exception to this group if the principal feels the teacher is truly an exceptional, outstanding teacher. The principal then nominates this individual for consideration and the individual will be screened and considered by a committee composed of parents, students, teachers, and administrators. Step #2 in the Career Ladder will be for those teachers who do not choose to participate in the ladder program. There will be no extra pay to this group. They will be paid according to the adopted salary schedule. Step #3 on the Career Ladder will be voluntary and will be for those teachers who serve on such extra activities as district curriculum committees, teacher team leaders in elementary schools, teacher leaders for the Drug and Alcohol Abuse program, and other activities that are yet to be defined by the committee. Step #4 on the ladder will be for outstanding teachers. They may apply for this consideration or they may be nominated by parents, teachers, students, or administrators. Under this plan teachers can receive funds for being on Step #3 of the ladder and also funds for being on Step #4. They must have expressed a respect for the dignity of students and have demonstrated they treat students with great deal of respect. They must have demonstrated they use innovative methods and have developed special techniques of their own for their instruction. They must be willing to share these ideas with and assist others in the utilization of these techniques. Students under their direction must show satisfactory progress as measured by evaluation instruments. A committee of parents, students, teachers, and administrators will approve all the people who are on Step #4. The dollar amounts that these teachers should receive are yet to be determined by the committee.

VII. EVALUATION DATA: (Standard 13)

There will be an evaluation of the program with input from teachers, parents, students, and administrators. The details of the evaluation are yet to be refined by the committee.

VIII. HOW THE PLAN CONTRIBUTES TO THE IMPLEMENTATION OF THE STATE BOARD OF EDUCATION'S CURRICULUM REFORM REQUIREMENTS:

A. Teachers will have one extra day for preparation, curriculum development, and inservice training related to curriculum activities. This extra time will allow teachers to be better prepared and, thus, more effective in the classroom. The teachers in class (time on task) will be increased, because we will no longer dismiss school for parent-teacher conferences.

B. The outstanding teacher step on the Career Ladder will be an incentive for teachers to become more effective in the classroom. The money should be sufficient to allow for teaching to become more attractive as a profession.

C. Teachers who are willing to accept extra assignments related to improvement of instruction will be compensated for work and time.

IX. TIME FRAME:

May, 1984: Submittal of proposal to the State Board of Education.

From May to August 15: Development of the criteria for placement on the Career Ladders and designation of the amount of money for Steps 3 and 4.

August 15 to August 27: Implementation of the program.

August 27 to May, 1985: Continual evaluation of the program.

June, 1985: Written report on the strengths and weaknesses of the program and suggestions for modifications.

APPENDIX 4-2

URBAN DISTRICT INTERVIEW QUESTIONS

1. What is your current position in this school?

2. How long have you been teaching?

3. a) How much do you know about the district's career ladder program?

   b) How did you find out about the program (i.e., what were the major information sources)?

4. Let's talk for a moment about extended contract days.

   a) How did you use these days?

   b) Do you have any suggestions about how this part of the program could be improved?

5. Level three teachers were given the opportunity to serve on District Committees such as the Computer Education Committee, Writing Committee, and Discipline Committee.

   a) Did you participate on any of these committees?

      1) If so, was your experience a good one and why?

      2) If not, would you have wanted to?

   b) Was the selection process clear and fair?

   c) Teachers on these committees are paid $10.60 per hour. Is this a good way to remunerate participants?

   d) Can you think of any way to improve this aspect of the plan?

6. The other major component of the plan is the master teacher idea in which a certain proportion of the teachers would receive approximately $1,000. Let's talk about this for awhile.

a) Self-nomination is the primary way that teachers get nominated for this position. Is this a good idea?

b) What percentage of the teachers in the district do you think will receive the master teacher award? Is this too high or too low? What should it be realistically?

c) The principal plays a central role in the selection of the master teachers. Is this a good idea? Why or why not?

d) What do you think of the criteria being used to evaluate level four nominees (Share with people)?

e) Parents may also provide anonymous input into the teacher's file. Is this a good idea? How could it be improved?

f) The principal's evaluations are not shared with the nominee. What do you think of this?

g) At the present time the identity of nominees and the ultimately successful candidates for level four teachers is kept secret. What do you think of this?

7. Do you plan to apply for any of the career ladder positions next year? Why or why not?

8. What is your perception of the effect that the career ladder system is having on relations within your school/district? a) Among teachers? b) Between administrators? c) Between career ladder teachers and non-career ladder teachers?

9. Has career ladders recognition affected teachers in your school/district in terms of esteem, contribution or morale? How? Why?

10. What needs to be done next to improve your present career ladder system?

APPENDIX 4-3

URBAN DISTRICT EVALUATIVE CRITERIA

11/5/84

STEP FOUR CAREER LADDER CRITERIA

I. CLASSROOM CLIMATE

A. The physical environment:
  1. Conveys a warm feeling.
  2. Is educationally stimulating.
  3. Has aesthetic appeal.
  4. Is conducive to learning.

B. The emotional environment:
  1. Is safe from emotional and physical harm.
  2. Allows students to participate without fear of criticism.
  3. Is conducive to learning.

C. The social environment:
  1. Reflects cooperative interaction among students and teacher.
  2. Promotes pupil behavior appropriate to the learning situation.

II. RESPECT FOR THE DIGNITY OF STUDENTS

A. The teacher allows and encourages all students to participate in classroom discussions.

B. The teacher provides positive feedback which encourages individuality and creativity.

C. The teacher involves students in establishing classroom rules and goals.

D. Rapport between student and teacher is evidenced by:
  1. Positive comments about assignments, work and behavior.
  2. Constructive comments on peer relations, academic and discipline problems.
  3. Comments specific to student's tasks and actions, not about person.
  4. Individual conferences with students.
  5. Availibility of teacher before and after school for assistance.
  6. Follow-up on failing students.
  7. Follow-up on improvement of individual students.
  8. Students responding positively to teacher model and direction.
  9. Instructional planning based on student assessment.
  10. Congenial greetings between students and teacher.
  11. Disclosure of grading system, goals and classroom rules.

III. SUPPORTED AND RESPECTED BY OTHER PROFESSIONALS AND SCHOOL STAFF

A. The teacher is supported and respected by other professionals and school staff.

B. The teacher supports and defends professional actions and decisions.

C. The teacher consults other professionals and utilizes their expertise.

IV. PROVIDES EVIDENCE OF APPROPRIATE STUDENT GROWTH IN SKILLS.

A. Individual progress is reflected by:
   1. Evidence of growth in curriculum on individual level.
   2. Awards, test scores, performance ratings, participation in school and outside activities, and creativity.

B. Class progress is reflected as follows:
   1. Attainment of criteria norms.
   2. Group participation in a variety of appropriate activities.
   3. Attainment in class achievement.

V. WILLINGNESS TO SHARE TEACHING TECHNIQUES AND MATERIALS

VI. UNDERSTANDING OF STUDENTS

A. The teacher has a record keeping system to facilitate the following:
   1. Student's progress.
   2. Remediation of student's difficulties.

B. The teacher improves student's self concept by:
   1. Formulating a plan to promote positive interaction with classmates.
   2. Attempting to remediate student's self concept problems.
   3. Forming partnerships and team work configurations to help build self concept.
   4. Empathizing with students.

C. The teacher demonstrates an understanding of students in the cognitive and affective domain.

D. The teacher provides instruction to accomodate different student learning modalities (visual, auditory, kinesthetic, or multi-sensory).

E. The teacher is aware of student's abilities and helps students achieve to their abilities.

F. Students are provided opportunities to initate, direct and evaluate some of their own learning activities.

G. Student's learning is measured in a variety of ways.

VII. POSITIVE RAPPORT WITH PARENTS

A. Contact is made with parents, as needed.

B. Parents are involved in appropriate school and classroom activities.

C. Problem situations with parent are handled with professionalism.

D. Feedback from parents is encouraged.

E. Parents are kept well informed of the school's objectives, programs, procedures, and activities.

F. Parents are contacted concerning positive and negative behavior of students.

VIII. STUDENT DISCIPLINE

A. The discipline used by the instructor teaches students appropriate behaviors, problem solving skills and self-discipline.

B. The teacher communicates the rules and consequences after establishing a discipline plan with the students.

C. Positive and consistent approaches dominate the discipline plan.

D. Student talk and movement are appropriate to class activity.

IX. EFFECTIVE USE OF TEACHING TECHNIQUES (INNOVATIVE, UNIQUE MODIFIED, OR PROVEN)

A. Instructional scheduling is designed to:
   1. Provide students with a maximum of time on task.
   2. Be flexible and student responsive.

B. Independent activities are developed to:
   1. Be relevant to current instruction.
   2. Accomodate student readiness.
   3. Promote student feedback.

C. Record keeping:
   1. Indicates monitoring of student progress.
   2. Indicates monitoring of remediation.
   3. Is understandable.
   4. Is maintained on each student.
   5. Is kept current.

D. A variety of presentation skills are utilized, such as:

1. Small and large group instruction.
2. Teacher oriented instruction.
3. Student oriented lessons.
4. Media usage.
5. Hands on instruction.
6. Instruction that elicits student response.
7. Instruction that accomodates new and review skills.
8. Repetition.
9. Problem solving technique.
10. Discovery technique.
11. Question/answer methods.
12. Discussion.
13. Demonstration.
14. Inquiry.

APPENDIX 5-1

PILOT ELEMENTARY SCHOOL INTERVIEW QUESTIONS

Interview

1. What is your current position in this school?

2. How long have you been teaching?

3. a) Describe the career ladder procedure as it got started in your school/district and what was done? b) Who participated? c)What were the participants reactions?

   a)

   b)

   c)

4. a) If not answered in #3a, why did your school decide to do its own career ladder plan? b) When was the decision made (before or after the district's plan was formulated?

   a)

   b)

5. Describe the process by which teachers were selected to participate in the career ladder program.

Probes: a) Does it appear to be clear? b) Fair? c) Absent of political undercurrents? Why?

a)

b)

c)

6. How comfortable do you feel with the six criteria used for career ladder selection? a) Are any better than others? Poorer? b) Did you have any problems trying to meet any? (Share sheet with them at this point to jog memory)

a)

b)

7. To what extent have these criteria altered your teaching. For the better or the worse?

8. How did the endorsement meeting go? a) Did they change any part of your proposal? How? b) Were the changes valid and helpful?

a)

b)

9. Part of the criteria for the career ladder program was the use of standardized test scores. a) How do you think this will work for you? b) How does the fact that you are a member of a team influence these scores? c) How do you feel about this?

a)

b)

c)

10. Are there any other aspects of your career ladder plan that involves other faculty. (If yes, how has this worked?)

11. You've already had your mid-year interim conference. a) Did it work well? b) Was the evaluation accurate and fair? c) Do you know what still needs to be done to meet the criteria?

a)

b)

c)

12. Do you expect to get the full amount of money you applied for? Why or why not?

13. The evaluation system in this career ladder system centers around the principal. a) Is this a good idea? b) Casn you think of any modifications or alternatives that might work better?

a)

b)

c)

14. What is your perception of the effect that the career ladder system may have on relations within your school/district? a) Among teachers? b) Between administrators and teachers? c) Between career ladder teachers and non-career ladder teachers?

a)

b)

c)

15. Has career ladders recognition affected teachers in your school/ district in terms of esteem, contribution or morale? How? Why?

16. a) What positive but unanticipated results or events have come from career ladders in the district/school? b) Negative unanticipated results or events?

a)

b)

17. What needs to be done next to improve your present ladders system?

18. a) Finally, what types of additional tasks are being done by others teachers participating in the career ladders program? b) Do you feel that these tasks are valuable to the district/school? Why?

a)

b)

APPENDIX 5-2

PILOT MIDDLE SCHOOL INTERVIEW QUESTIONS

INTERVIEW

1. What is your current position in this school?

2. How long have you been teaching?

3. Describe the career ladder procedure as it got started in your school/district. a) What was done? b) Who participated? c) What were the participants' reactions?

   a)

   b)

   c)

4. a) If not answered in #3a, why did your school decide to do its own career ladder plan? b) When was the decision made? (before or after the district's plan was formulated).

   a)

   b)

5. Describe the process by which teachers were selected to participated in the career ladders program.

a) Does it appear to be clear? b) Fair? c) Absent of political undercurrents? Why?

6. The points for the merit awards are as follows:

School goals	10
Teacher evaluation	30
Individual and/or team goals	60

a) How do you feel about this distribution? b) How did it work for you?

a)

b)

7. The school goals were broken down into

School discipline	5 units
Scholastic progress	5 units

a) How has the school discipline component worked for you? b) Have the quaterly administrator evaluations been effective in evaluating the effectivenss of your discipline?

a)

b)

8. Let's talk for a moment about the standard evaluation of teacher performance that's worth 30 units.

a) How many times have you been evaluated so far?

b) What kind of score did you receive?

c) Were the evaluations accurate and fair?

d) Did you agree with the evaluations in all categories?

9. The principal and vice principal each visited your classroom. a) Were their evaluations the same? b) Were the classes they observed comparable? c) Did they note the same kinds of things?

a)

b)

c)

10. What about the test designed for scholastic progress.
a) How do they work for you? b) Any problems?

a)

b)

11. Let's talk for a few minutes about the individual and/or team goals.

a) Did you choose to go with the individual or team approach?

b) What did you proposal look like?

c) Was it modified in the initial interview?

d) What kind of feedback did you receive at the quarterly evaluation meeting?

12. Do you anticipate that you will receive the full point values at the end of the school year?

13. The evaluation system in this career ladder system centers around the principal and vice-principal. a) Is this a good idea? b) Can you think of any modifications or alternatives that might work better?

a)

b)

14. What is your perception of the effect that the career ladder system may have on relations within your school/district? a) Among teachers? b) Between administrators and teachers? c) Between career ladders teachers and non-career ladders teachers?

a)

b)

c)

15. Has career ladders recognition affected teachers in your school/district in terms of esteem, contribution or morale? How? Why?

16. a) What positive but unanticipated results or events have come from career ladders in the district/school? b) Negative unanticipated results or events?

17. What needs to be done next to improve your present career ladders system?

18. Finally what typs of additional tasks are being done by other teachers participating in the career ladders program? Do you feel that these tasks are valuable to the district/school? Why?

APPENDIX 5-3

PILOT HIGH SCHOOL INTERVIEW QUESTIONS

Interview

1. What is your current position in this school?

2. How long have you been teaching?

3. a) Describe the career ladder procedure as it got started in your school/district and what was done? b) Who participated? c)What were the participants reactions?

   a)

   b)

   c)

4. a) If not answered in #3a, why did your school decide to do its own career ladder plan? b) When was the decision made (before or after the district's plan was formulated?

   a)

   b)

5. Describe the process by which teachers were selected to participate in the career ladder program.

Probes: a) Does it appear to be clear? b) Fair? c) Absent of political undercu rents? Why?

a)

b)

c)

6. Let's talk a moment about the evaluation criteria.

a) What level did you quality for?

Level III teachers receive x dollars

Level IV teachers receive 2x dollars

Level V teachers receive 3.5x dollars

b) Is this a fair distribution of funds? If not, how would you modify it?

c) Only for Level IV and V teachers.
Tell me about any additional responsibilities you had as a Level IV or V teacher.

d) Were they time consuming?

e) Were they meaningful and worthwhile?

7. Let's talk now about the evaluation process itself.

a) Who evaluated you this fall?

b) What kind of scores did you receive?

c) Were the evaluations accurate and fair?

d) Were the evaluations and comments made by the three evluators the same or comparable?

e) Were the classes they observed comparable?

f) Was the post-conference helpful?

g) How would you change the whole process if you could?

8. Did you serve as a member of an evaluation team?

a) How did that feel?

b) Was the form provided adequate?

1. Were the categories helpful?

2. Which were easiest to do? Hardest?

c) You visited each teacher twice.

d) Did you feel that you saw enough of the teacher's classroom to make an evaluation?

e) Were the two observations comparable in terms of the type of lesson or class?

f) Do you recall the scores you gave the person? In retrospect were these scores too high or too low?

g) Has your serving as an evaluator changed any of your professional relations in the school?

h) Would you do it again?

9. The evaluation process centers around the idea of peer review. Is this a good idea. Can you think of any modifications or alternatives that might work better?

10. What is your perception of the effect that the career ladder system may have on relations within your school/district? a) Among teachers? b) Between administrators and teachers? c) Between career ladders teachers and non-career ladders teachers.

a)

b)

c)

11. Has career ladders recognition affected teachers in your school/ district in terms of esteem, contribution or morale? How? Why?

12. What needs to be done next to improve your present career ladders system?

PILOT ELEMENTARY SCHOOL EVALUATIVE CRITERIA

4. The Six Criteria identified were as follows:

   1. Enhances the development of the child's self-image and self-esteem. (validation of the child's competencies)

   2. Exhibits personal characteristics and qualities conducive to helping children learn. (e.g. fair, sensitive, caring, enthusiastic, nurturing)

   3. Develops a strong reading, language arts and mathematics program.

   4. Creates an exciting, motivating learning environment.

   5. Emphasizes problem-solving and higher level thinking skills in instruction.

   6. Adapts teaching style to individual needs and learning styles.

5. Implementation Procedures:

   1. All certified teachers are eligible for Career Ladder monies. This includes Special Programs, Media and Guidance personnel as well as provisionary teachers.

   2. All teachers interested in applying for the Career Ladder monies need to submit in writing to the principal by September 28th their individual contract plan. (See sample)

   3. An Endorsement Committee consisting of the teacher, grade level teaching team, principal and team representatives from the grade levels above and below met during the month of September to review the contract plans and endorse the list of activities and sources of data.

   4. A mid-year interim conference will be scheduled between each individual teacher and the principal to review the progress of the identified activities and sources of data. Each teacher will bring a portfolio of data to this conference.

   5. An end-of-the-year conference will be held in May to determine whether or not the teacher has completed the Career Ladder Contract Plan as specified. Each criteria will be weighted on a 1/6th basis.

6. Organization and Conducting of Staff Inservice Seminar to review procedures and plans for the Career Ladder Pilot. An Inservice seminar was conducted on August 28th to review the Career Ladder Procedures. The agenda included:

   1. Overview of the Career Ladder Contract Plans
   2. Review of the Needs Assessment Process
   3. Highlight of both Phase I and Phase II of the Needs Assessment
   4. Plan of Action for the Individual Contract Plans
   5. Small Group Discussion of Idea/Activities that are appropriate for Contract Plans
   6. Program Evaluation

7. Organization and Conducting of Professional Staff Development Meetings to highlight various grade level activities. During each month of the school year each grade level will discuss and highlight various activities they have done in light of the six criteria.

8. Organization and Implementation of a Public Relations Committee. A Public Relations committee has been established to work in highlighting the Career Ladder Activities with our parents, interested parties, and Legislators. The committee will work with the PTA and School Community Group to share progress as well as conduct curricular grade level meetings to discuss goals and plans.

9. Third-Party Evaluation. Arrangements have been made working with , of Program Evaluation to conduct a third-party evaluation in the Spring. Did it really work?

APPENDIX 5-5

PILOT ELEMTARY SCHOOL CAREER LADDER DEVELOPMENT

QUESTIONNAIRE FORM

Please take a few moments to complete the following form. The information will be used to determine those teaching characteristics that you feel to be of top importance. The most important criteria should receive a number "1", the next most important a number "2" and so on.

______ Enhances the development of the child's positive self-image and esteem. (Validation of a person's competencies)

______ Adapts teaching style to individual needs and learning styles.

______ Creates an exciting, motivating learning environment.

______ Provides a strong home/school communication network.

______ Exhibits personal characteristics and qualities conducive to helping children learn. (e.g. fair, sensitive, caring, enthusiastic, nurturing)

______ Establishes an effective Parent Volunteer Program.

______ Establishes a fair, firm and positive discipline policy.

______ Sets clearly defined goals and objectives.

______ Demonstrates skill in classroom organization and management. (e.g. excellent record-keeping systems, planning skills)

______ Provides a variety of teaching methodologies that encourage a high degree of learning.

______ Assesses individual student and group performance and communicates high expectations in conferring with students.

______ Establishes cooperation and sharing between team colleagues and other faculty members.

______ Develops a strong reading, language arts and mathematics program.

______ Provides productive homework assignments.

______ Emphasizes problem-solving and higher level thinking skills in instruction.

______ Updates professional skills through inservice training/classes and professional readings.

______ Implements new and innovative curricular programs.

______ Provides creative, meaningful work for students.

______ Enhances children's moral character traits. (e.g. honesty, kindness, sense of responsibility, respect for others)

______ Encourages artistic expression through art, music and creative activities

APPENDIX 5-6

PILOT SCHOOLS CAREER LADDER QUESTIONNAIRE

SECTION I

Below are listed statements about your school's career ladder program. Indicate the degree to which you agree or disagree with each statement by writing a number from the following scale in front of the statement.

1=Strongly Agree 2=Somewhat Agree 3=Neutral 4=Somewhat Disagree 5=Strongly Disagree

1. _____ The Career Ladder Pilot Program is very effective in encouraging and rewarding good teaching.
2. _____ The Career Ladder Pilot Program discourages teachers from working together.
3. _____ I feel teaching is more rewarding because of the Career Ladder Program.
4. _____ Career Ladder monies have not provided additional incentives to do an excellent teaching job.
5. _____ Almost all my negative feelings generated by the Career Ladder Pilot Program have gone away by now.
6. _____ The Career Ladder Pilot Program has hurt the relationship between teachers and principals.
7. _____ The Career Ladder Pilot Program gives recognition and money to good teachers who deserve it.
8. _____ I am paying too much attention to things that will not have any benefits for students because of the Career Ladder Pilot Project.
9. _____ I feel my teaching team has been enhanced because of Career Ladder Pilot Program.
10. _____ Not enough money is provided to adequately fund the Career Ladder Program.
11. _____ Our Career Ladder Pilot Program encourages educational improvements
12. _____ My classroom instruction has improved because of the Career Ladder Pilot Program.
13. _____ I am recognized for teh good work I already do.
14. _____ I feel that all teachers having the opportunity to be eligible for Career Ladder Pilot Program monies, was fair and reasonable.

15. _____ The process (Needs Assessment) for selecting evaluative criteria (Six criteria) was fair and reasonable.

16. _____ The process for selecting activities to meet evaluative criteria was fair and reasonable.

17. _____ The process for selecting "data" sources to meet evaluative criteria was fair and reasonable.

18. _____ The endorsement committee review was a fair and reasonable process.

19. _____ The mid-term evaluation conference with the principal was valuable.

20. _____ The method of determining whether or not criteria have been met is fair and reasonable.

21. _____ If Career Ladder Programs continue, then continue the Career Ladder Pilot Program as it now exists.

22. _____ If Career Ladder Programs continue, then continue our school program, but only with major changes.

23. _____ If Career Ladder Programs continue, then terminate our school's program.

SECTION II.

1. At the beginning of the 1984-85 school year, how many years of continuous service did you have in the   District?

_______ years

2. What is your positions in the school?

_____ Full-time teacher
_____ Full-time counselor, media coordinator, or other non-classroom certificated position.
_____ Part-time teacher/part-time counselor, media coordinator, etc., but working full time in one school.
_____ Part-time teacher
_____ Part-time counselor, media coordinator, etc.
_____ Full-time special program teacher
_____ Part-time special program teacher

3. What is your sex?

_____ female
_____ male

4. What do you feel is the most positive aspect of your school's career ladder plan?

____

____

____

____

5. What do you feel is the most negative aspect of your school's career ladder plan?

____

____

____

____

6. What suggestion(s) do you have to improve your school's plan? (Use back if necessary)

____

____

____

____

PILOT MIDDLE SCHOOL CAREER LADDER PLAN

PILOT PROGRAM

Middle School Merit Pay Pilot Program has been developed by a school steering committee in concert with the total school professional staff. The steering committee is composed of:

Each steering committee member was assigned to represent and meet with the other staff members. Steering committee members have had several small group meetings, with the staff members they represent, to receive input and suggestions. All staff members were included in a group.

Merit awards for the program will be granted on the basis of units earned. The total units possible are:

I	School Goals	10
II	Teacher Evaluation	30
III	Individual and/or Team Goals	60
	Total	100

There are 39 staff members who could qualify for merit awards. If all staff members received 100 points there would be 3900 units earned. There is approximately $40,000.00 to be paid in merit awards. The approximate value of each unit would be $10.25. Final unit value will be determined at the end of the pilot study. It is our intention to expend all moneys allotted for this project.

We propose to pay the awards in the following manner; $200.00 to all participants on the November 25, 1984 payroll check and then the remainder on the June 25, 1985 payroll check.

Applications for participation in this program must be submitted before Ocotber 9, 1984. No one will be forced to participate.

I SCHOOL GOALS

A. School Discipline 5 units
B. Scholastic Progress 5 units

It is our feeling that part of the pilot program should involve the total stff working toward common goals. School discipline improvement will be determined by the administrators at the quarterly teacher evaluation, and all staff members wil receive the same number of units. Scholastic progress will be determined by progess on the three tested areas according to the printed table.

II STANDARD EVALUATION OF TEACHER PERFORMANCE

30 Units

The standard evaluation of teacher performance will be completed for each teacher twice each quarter (once and once by .) during the 2, 3, and 4th quarters. Each of the six evaluations that will be averaged according to the scale were; 0 = Not adequate, 1 = Satisfactory, 2 = Very good, 3 = Superior. An overall average for all six evaluations will be determined. Units will be awarded on the following basis:

Average	Units
3.0	30
2.9	29
2.8	28
2.0	20
1.9	19

Teachers will meet with the administration each quarter to discuss their evaluations. If the teacher does not agree with the evaluation he/she can request another evaluation for that quarter. At the beginning of each quarter, each participating teacher will fill in the class and classload portion of the evaluation form and turn it into the administration.

III INDIVIDUAL AND/OR TEAM GOALS

Staff members may choose not to participate in area III. The maximum units availabe, excluding area III, are 40.

For those staff members who participate, goals and goal unit values will be determined during an initial interview between the teacher and the school administration. If necessary, goals can be modified at the quarterly evaluation meeting. A final evaluation will be conducted at the conclusion to determine if the goals have been met and to determine final unit value.

I SCHOOL GOALS

A. School Discipline

In order to improve school discipline and morale, teachers will responsibly fulfill their hall duty and activity supervision assignments. During their quarterly interview with the administration, teachers will express their feelings of satisfaction and/or dissatisfaction about classroom control and the atmosphere around the school.

B. Scholastic Progress

(very tentative)

Students will be pretested in math, reading and language arts and a school average will be calculated in each of the three areas. Students will then be posttested in late April to again obtain an average in each of the three areas. We are still searching for a test to use in our program. We have decided not to use the Iowa Test information. Units will be assessed on the basis of the following table.

3 months increase - 1 unit
4 months increase - 2 units
5 months increase - 3 units
6 months increase - 4 units
7 months increase - 5 units

All teachers will be responsible to reinforce the use of correct reading, language arts and math skills in their individual classes.

It is recognized that high class loads have a negative impact on teacher effectiveness in discipline and scholastic areas, and the high class loads at Middle School will have an effect on progress in these areas.

II STANDARD EVALUATION OF TEACHER PERFORMANCE

Teacher's Name____

Class Schedule

Periods	1	2	3	4	5	6	7
Class							
Class Load							

Teacher's: Major____________________Minor_______________

Date of observation:____________________Period___________

Conference Date__________________

Comments:____

Is school discipline better? Yes ☐ No ☐

____
Teacher Signature

____
Administrator Signature

III INDIVIDUAL AND/OR TEAM GOALS

This section is to be completed by those teachers who have included Area III in their application:
(STAR THOSE GAOLS WHICH WILL BE A TEAM EFFORT) Units cannot equal more than 60.

INDIVIDUAL AND/OR TEAM GOAL STATEMENTS	SUBJECT AREA	EVALUATIVE CRITERIA	PROPOSED UNITS	ACTUAL UNITS	DATE GOAL IS TO BE COMPLETED

INITIAL APPROVAL

Date______________________

____
Teacher Signature

____
Administrative Approval

FINAL APPROVAL

Date______________________

____
Teacher Signature

____
Administrative Approval

APPENDIX 5-8

PILOT MIDDLE SCHOOL EVALUATION FORM

	Not applicable	Not observable	Not adequate	Satisfactory	Very good	Superior
	X	X	0	1	2	3
(A) INSTRUCTIONAL SKILLS						
1. Demonstrates knowledge of subject.						
2. Implements effective instructional techniques.						
3. Uses materials effectively.						
4. Shows evidence of preparation and utilization of planning.						
5. Is responsive to instructional needs, learning styles, attitudes and talents of students.						
(B) ORGANIZATION AND MANAGEMENT						
1. Adheres to established grading and attendance policy.						
2. Manages time effectively.						
3. Keeps accurate school records.						
4. Maintains effective school class control.						
5. Shows proper care of the classroom and equipment.						
6. Maintains appropriate learning environment.						
7. Provides adequate lesson plans for substitutes or is not absent.						
(C) RELATIONSHIP WITH STUDENTS						
1. Shows respect for students as individuals.						
2. Maintains respectful atmosphere in the classroom.						
3. Exhibits consistency and fairness when dealing with students.						
(D) PROFESSIONAL ATTITUDES						
1. Works effectively with other staff members.						
2. Communicates responsibly and professionally with parents.						
3. Maintains professional relationships with students.						
4. Assumes responsibility for additional school assignments.						
5. Observes contract hours.						
(E) PERSONAL CHARACTERISTICS						
1. Exhibits self control.						
2. Maintains appropriate personal appearance.						
Sub total						
Total						
Average						

APPENDIX 5-9

PILOT MIDDLE SCHOOL TEACHER QUESTIONNAIRE

Pilot School Questionnaire

Section I.

1. Below are listed statements about your school's career ladder program. Indicate the degree to which you agree or disagree with each statement by writing a number from the following scale in front of the statement.

1=strong agree	2=somewhat agree	3=neutral	4=somewhat disagree	5=strongly disagree

1. _____ The school level career ladder program is very effective in encouraging and rewarding good teaching.

2. _____ The school level career ladder program discourages teachers from working together.

3. _____ The Career Ladder program has helped the relationship between teachers and principals.

4. _____ I have no idea what the career ladder teachers are doing in my school for the extra money they are receiving.

5. _____ I feel teaching is more rewarding because of the Career Ladder Program.

6. _____ Almost all of the negative feelings generated by the Career Ladder Program have gone away by now.

7. _____ The Career Ladder program has hurt the relationship between teacher and principals.

8. _____ The Career Ladder program gives recognition and money to good teachers who deserve it.

9. _____ Teachers are paying more attention to things that will not have any benefits for students because of the Career Ladder program.

10. _____ Not enough money is provided to adequately fund the Career Ladder Program.

11. _____ I am seriously thinking about leaving teaching altogether because of the Career Ladder program.

12. _____ Our school level career ladder program encourages educational improvements.

13. _____ My classroom instruction has improved because of the Career Ladder Program.

14. _____ Continue our school's program as it now exists.

15. _____ Continue our school's program, but only with major changes.

16. _____ Terminate our school's program. It cannot be rehabilitated.

Section II.

1. At the beginning of the 1984-85 school year, how many years of continuous service did you have in the district.

__________ years

2. What is your position in the school?

_____Full-time teacher

_____Full-time counselor, media coordinator, or other non-classroom certificated position

_____Part-time teacher/part-time counselor, media coordinators, etc., but working full-time in one school.

_____Part-time teacher

_____Part-time counselor, media coordinator, etc.

3. What is your sex?

_____Male

_____Female

4. What do you feel is the most positive aspect of your school's career ladder plan?

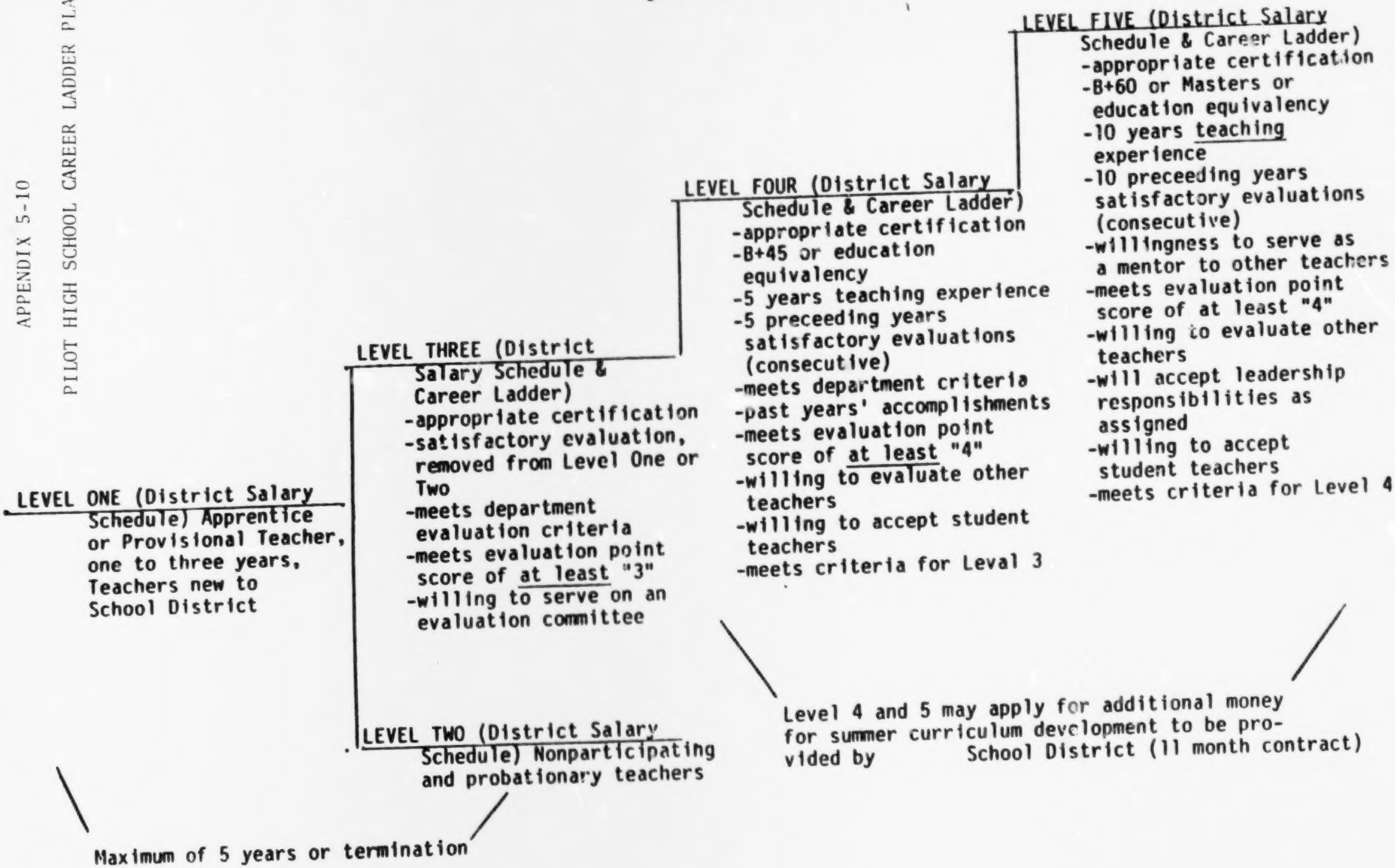
5. What do you feel is the most negative aspect of your school's career ladder plan?

6. What suggestion(s) do you have to improve your school's plan? (Use the back if necessary).

APPENDIX 5-10

PILOT HIGH SCHOOL CAREER LADDER PLAN

CAREER LADDER
High School Pilot Program



LEVEL ONE (District Salary Schedule) Apprentice or Provisional Teacher, one to three years, Teachers new to School District

LEVEL TWO (District Salary Schedule) Nonparticipating and probationary teachers

Maximum of 5 years or termination

LEVEL THREE (District Salary Schedule & Career Ladder)
- -appropriate certification
- -satisfactory evaluation, removed from Level One or Two
- -meets department evaluation criteria
- -meets evaluation point score of at least "3"
- -willing to serve on an evaluation committee

LEVEL FOUR (District Salary Schedule & Career Ladder)
- -appropriate certification
- -B+45 or education equivalency
- -5 years teaching experience
- -5 preceeding years satisfactory evaluations (consecutive)
- -meets department criteria
- -past years' accomplishments
- -meets evaluation point score of at least "4"
- -willing to evaluate other teachers
- -willing to accept student teachers
- -meets criteria for Leval 3

LEVEL FIVE (District Salary Schedule & Career Ladder)
- -appropriate certification
- -B+60 or Masters or education equivalency
- -10 years teaching experience
- -10 preceeding years satisfactory evaluations (consecutive)
- -willingness to serve as a mentor to other teachers
- -meets evaluation point score of at least "4"
- -willing to evaluate other teachers
- -will accept leadership responsibilities as assigned
- -willing to accept student teachers
- -meets criteria for Level 4

Level 4 and 5 may apply for additional money for summer curriculum development to be provided by School District (11 month contract)

Pay Schedule

1. Time sheets submitted for pay
   - a. November 26-30
   - b. April 22-26
2. Level III teachers receive x dollars
   Leval IV teachers receive 2x dollars
   Level V teachers receive 2.5x dollars
3. Money allocation at each leval will be determined by taking the total dollar allotted less program development funds according to the following formula:

$$\frac{\text{Total Dollars - Program Development}}{\sum P_i W_i}$$

P = People
W = Weighted Variable

(Math Dept. Chairman will gladly explain. The formula has been worked into a computer program).

APPENDIX 5-11

PILOT HIGH SCHOOL EVALUATION FORMS

Career Ladder Evaluation Form
Departmental

The purpose of this form is to provide a basis for evaluating teachers subsequent to placement on the career ladder.

Evaluation, when completed, will be summarized and an overall score given. This score along with the administrative and other scores will be compiled to determine the career ladder placement.

Teacher______________________ Class____________ Period______ Date____________

Areas of Evaluation

	Low 1	2	3	4	5 High
1. Instructional Skills					
2. Daily Preparation					
3. Uses Variety of Materials					
4. Uses Variety of Teaching Methods					
5. Uses Time Efficiently					
6. Materials Well Organized					
7. Gives Clear Instructions					
8. Tests and Evaluates Fairly					
9. Relationship with Others					

Summary Paragraph:

	Low 1	2	3	4	5 High
Overall Evaluation					

Career Ladder Evaluation Form - Administration

The purpose of this form is to provide a basis for evaluating teachers subsequent to placement on the career ladder.

Evaluations, when complete, will be summarized and an overall score given. This score along with the department and other score(s) will be compiled to determine career ladder placement.

TEACHER________________________CLASS_________________PERIOD_____DATE___________________

CRITERIA AND COMMENTS

I. INSTRUCTIONAL SKILLS: Daily Planning Instructional Objectives Variety of Instruction Meeting Individual Needs	1 2 3 4 5
II. CLASSROOM ORGANIZATION & MANAGEMENT: Use of Class Time Control of Students Care of Classroom Learning Environment	1 2 3 4 5
III. RELATIONSHIPS WITH STUDENTS/OTHERS: Respect Tolerance Understanding Cooperates	1 2 3 4 5
IV. PROFESSIONAL GROWTH AND ATTITUDES: Instructional Innovations Keeping Current in Teacher Area	1 2 3 4 5
V. PERSONAL CHARACTERISTICS: Communication Skills Poise Self-Control Personal Appearance	1 2 3 4 5
Overall Evaluation (not an average score)	1 2 3 4 5

____
Observer's Signature

(copy Received______________________________ ________
Teachers Signature Date

THE FOLLOWING ARE AREAS OF EVALUATION THAT YOU, AS A PERSON OUTSIDE OF THE DEPARTMENT, MAY FEEL COMFORTABLE IN EVALUATING. IF YOU DO NOT FEEL YOU CAN DO ALL OF THESE, IT IS NOT REQUIRED. THE SCALE ON THE RIGHT IS JUST A TOOL TO HELP YOU GIVE AN OVERALL EVALUATION. YOUR OVERALL EVALUATION WILL BE SHOWN ON THE SCALE FOLLOWING YOUR SUMMARY PARAGRAPH.

	AREAS OF EVALUATION:	LOW 1	2	3	4	5 HIGH
1.	Gives clear instruction					
2.	Responds to student questions					
3.	Is tolerant and non-judgmental					
4.	Stimulates students interest					
5.	Maintains effective control in classroom					
6.	Deals effectively with behavior problems					
7.	Keeps students on task					
8.	Gains confidence and respect of pupils					
9.	Good personal appearance					
10.	Enthusiasm for teaching					

SUMMARY PARAGRAPH: (Briefly summarize your evaluation. Feel free to comment about any of the above areas or any other observation made while evaluating.)

APPENDIX 5-12

SUBURBAN DISTRICT PILOT HIGH SCHOOL QUESTIONNAIRE

Below are listed some possible goals for the High School Career Ladder Program. For each goal give three ratings:

- * Do you believe this is actually an intended goal the program?
- * How appropriate is this as a goal for the program?
- * How well has the goal been achieved by the program?

Use the following scale to rate the goals in the three areas by writing three numbers in front of each goal:

1= Strongly Agree	2=Somewhat Agree	3= Neutral	4= Somewhat Disagree	5= Strongly Disagree

GOAL	INTENDED	APPROPRIATE	ACHIEVED
Recognize and reward teachers for superior performance in the classroom.	1. ___	2. ___	3. ___
Pay teachers for extra work they are already doing outside of regular hours.	4. ___	5. ___	6. ___
Initiate new work to address high priority issues in the schools.	7. ___	8. ___	9. ___
Encourage cooperation and sharing between teachers by designating some as level 3, 4, or 5.	10. ___	11. ___	12. ___
Provide additional funding for education to make up for inadequate levels of compensation.	13. ___	14. ___	15. ___
Substitute for a regular pay raise in teacher's salaries.	16. ___	17. ___	18. ___
Provide additional time for planning instruction, grading and preparing student records.	19. ___	20. ___	21. ___

Below are listed statements about the High School Career Ladder Program. Indicate the degree to which you agree or disagree with each statement by writing a number from the following scale in front of the statement.

1= Strongly Agree 2= Somewhat Agree 3= Neutral 4= Somewhat Disagree 5= Strongly Disagree

22. ___ The Career Ladder Program is very effective in encouraging and rewarding good teaching.

23. ___ From a career ladder perspective extra work for extra pay is a very bad idea.

24. ___ The process for assigning career ladder levels was very fair.

25. ___ The career ladder program discourages teachers from working together.

26. ___ The three additional contract days were the best part of the career ladder program.

27. ___ I feel very confused about the criteria my committee used for determining my career ladder level.

28. ___ The career ladder program has helped the relationship between teachers and principals.

29. ___ The peer evaluation process was extremely upsetting or offensive to me.

30. ___ Only classroom teachers should be eligible for career ladder levels.

31. ___ The peer evaluation process has seriously hurt teamwork among teachers.

32. ___ I feel teaching is more rewarding because of the career ladder program.

33. ___ Almost all of the negative feelings generated by the career ladder program have gone away by now.

34. ___ The career ladder program has hurt the relationship between teachers and principals.

35. ___ The career ladder program is a fad that will quickly pass.

36. ___ The career ladder program gives recognition and money to good teachers who deserve it.

37. ___ Teachers are being more meticulous and careful in everything they do because of the career ladder program.

38. ___ Teachers are paying more attention to things that will not have any benefits for students because of the career ladder program.

39. ___ Not enough money is provided to adequately fund the career ladder program.

40. ___ Level five teachers have been effective in sharing the benefits of what they are doing with other teachers.

41. ___ I am seriously thinking about leaving teaching altogether because of the career ladder program.

42. ___ The career ladder program encourages educational improvements.

43. ___ My classroom instruction has improved because of the career ladder program.

44. ___ The peer evaluation process is an effective program to help teachers improve and upgrade the teaching profession.

45. ___ The peer evaluation committee make-up was not an appropriate committee to adequately assess my teaching skills or performance.

46. ___ Peer committees are not adequately trained to evaluate the teaching process.

47. ___ The peer evaluation process will not be able to adequately improve education because of teachers' unwillingness to be honest with one another.

48. ___ The peer evaluation process with its accompanying committee assignment is superior to the evaluation previously performed by the principal.

49. ___ The peer evaluation process should be continued even if the career ladder program goes by the wayside.

APPENDIX 5-1

RURAL DISTRICT CAREER LADDER PLAN

CAREER LADDER PLAN

1. Identifying Information
   a. School District
   b. Submitted May 10, 1984
   c. - Agency Contact Person

2. Descriptive, qualifications, and general job descriptions are described in the attached Ladder.

3. Teaching personnel will be Career Ladder participants in accordance with standard nine.

4. Several meetings were held over the past several months involving the Career Ladder Steering Committee. The Committee was composed of three patrons appointed by the Board of Education, a teacher selected from each of the three schools by the building teachers, and three administrators appointed by the superintendent.

   Teacher representatives reviewed the Ladder with the building staffs as it was being developed. They received comments and expressed those during committee meetings.

   The total proposed Ladder was presented to the Board and public during the April Board Meeting.

   The total proposed Ladder was discussed in an open meeting with the total staff in April.

   At the May , 1984, open meeting of the County Board of Education, the Ladder was once again discussed with patrons and teachers. Input was received.

   The proposed Ladder was adopted by the Board on May , 1984.

5. It is an attempt to encourage leadership in instruction and curriculum.

6. Applications will be required to identify skills, abilities, education, etc. Evaluation will be a composite program determined by the Career Committee and applicant, utilizing components as listed in the Ladder.

7. This information is contained in the Ladder.

8. Budget as set by the State is $63,000. An approximate maximum of $30,000 will be used for extended days for all teachers who apply. The extended days will allow planning and evaluation, freeing normal school days to be better utilized for instruction.

9. All participants, staff members, administrators, board members, and parents will be given continued opportunity for input and evaluation throughout the program. Additionally, a yearly appraisal involving a written evaluation form and a general open meeting will be part of the evaluation of the program.

COUNTY SCHOOL DISTRICT

TEACHER COMPENSATION AND CAREER LADDER

Teacher

LEVEL I

Qualifications	Responsibility	Compensation
-Bachelor Degree -Certification -Endorsement -Probationary Status	-Become familiar and proficient in school district curriculum and teaching model. -Additional 5 to 9 days required. Prior to school & between terms. -Classroom teaching.	-Current salary scale -Paid additional days
	Superior Performance Determined by any or all of the following: -Application -Student Achievement -Student, Administration, Faculty Evaluation. -Other documented achievement.	$400 to $800 Additional

[illegible]

LEVEL II

Qualifications	Responsibility	Compensation
-2 or 3 years successful teaching experience. -Bachelor Degree -Certification -Endorsement -Recommendation for continued employment.	Classroom Teaching	-Current salary scale
	Superior Performance Determined by any or all of the following: -Application -Student Achievement, -Student, Administration Faculty Evaluation. -Other documented achievement.	$500 to $2,000 Additional

LEVEL III

Qualifications	Responsibility	Compensation
-2 or 3 years successful teaching experience. -Bachelor Degree -Certification -Endorsement -Recommendation for continued employment. -Successful Application.	Classroom teaching	-Current salary scale
	Extended Responsibility Career ladder options in one or more of the following areas: -Curriculum Development -Inservice Training -General Needs, e.g., summer school, remedial, gifted, specialized areas, vocational areas gifted & talented, adult ed. programs, innovative programs, additional student load, teacher facilitation, etc. End of term additional days.	$850 to $3,000 Additional or per diem.
	Superior Performance Determined by any or all following: -Application -Student achievement -Student, Administration, Faculty Evaluation -Other documented achievemen	$500 to $2000 Additional

LEVEL IV

Qualifications	Responsibility	Compensation
-4 years experience including at least 1 year on Level II or III* -Advanced degree, 45 hours of appropriate credit or demonstrated equivalent. -Personal growth -Successful Application. -Exemplary Teaching.	-Classroom Teaching - at least 85% of time to be involved in actual classroom experience, teaching, directing, or assisting students.	-Current salary scale
	Extended Responsibility: -Teacher Facilitation Requirements: 3-8 hrs additional time per week An additional week prior to & after school. Observe & conference with person assigned daily or weekly. Assist & organize new teachers, aides or volunteers. -Instructional Improvement. Requirements: 3-8 hrs Additional time per week and/or additional time during summer in observing, developing, facilitating, implementing & demonstrating instructional improvement to increase teacher skill & effectiveness, and or aide or volunteer skills. -Curriculum Development & Improvement Requirements: Additional 3-8 hrs. per week and/or extended summer work on curriculum continuum committees to evaluate, coordinate & train other staff members in utilization of curriculum development. -School Learning Enhancement Requirements: This will depend on educational situation & needs. Examples of areas considered could be: Assuming responsibility for larger class loads, community service, coordinating volunteers, tutoring, etc. Additional time expected.	$850 to $3,000 Additional or per diem.
	Superior Performance Determined by any or all of the following: -Application -Student achievement -Student, Administration, & Faculty evaluation -Other documented achievement	$500 to $2,000 Additional

LEVEL V

Qualifications	Responsibility	Compensation
-4 years experience with at least one year on Level II or III.* -Advanced degree, 45 hours of applicable credit, or demonstrated equivalent. -Personal Growth -Successful Application -Exemplary Teaching	-Classroom Teaching at least 85% of time to be involved in actual classroom experience, preparation, teaching, directing or assisting students.	-Current salary scale
	Extended Responsibility -Leadership role of Level IV programs. -Indepth instructional commitment as needed by children and/or educational system e.g., assisting teacher facilitators help teachers through observation, staff development and generating materials.	$2,500 to $5,000 Additional or per diem.
	Superior Performances determined by any or all of the following: -Application -Student Achievement -Student, Administration, Faculty Evaluation. -Other documented achievement.	$500 to $2,000 Additional

Compensation Note: Money amounts may be changed to percents dependent upon the availability of funds as determined by the Board. Applicants will receive funding information prior to accepting career ladder placement. Payment schedule will be monthly or by lump sum--one or two payments.

*During the 1984-85 school year the one year at Level II or III requirement may be waived to allow access to Level IV and V by competent staff members.

EVALUATION AND CONTINUATION PROCEDURE

Career ladder teachers are exemplary educators. Because of that fact, their talents and work will be observed by many. Parents, community, educators and education students will be invited to view their work. In that light, evaluation will be a continuous process. A comprehensive formal evaluation will be required at least once a year for the first three years at each step. Thereafter, a comprehensive evaluation will be required every three years.

Career ladder teachers may remain at their level for an agreed period contingent upon satisfactory evaluations, program needs and funding.

Individual evaluation Criteria

Evaluation Criteria

The career ladder program with its evaluation criteria is and will be a process of continuing appraisal and improvement. To expect a completely adequate system to be developed in a two to three month period is to expect unrealistically. Therefore, it is the County School District Career Ladder Steering Committee's goal to design a solid foundation from which to build. That foundation contains the following:

1. Job-Description

   Evaluation will be determined by a comparison of anticipated or predetermined and agreed upon standards, stated or implied, in the job description through the following ways:

   (1) Internal or self-evaluation
   (2) External evaluations which shall include:
      -Administration
      -Individuals directly affected by the applicant viz., students, faculty.
   (3) External evaluation options may include any or all of the following agreed upon:
      -Peer
      -Team
      -Outside professional
      -Parents or community member
   (4) Other information presented by the teacher, administration, or others as agreed upon.

2. Content and Quality

   The content and quality of that content, are critical to the positive growth of students. It is also a crucial consideration in committees and leadership responsibilities.

   (1) Quality content should be:
      -Appropriate
      -Accurate
      -Current
      -Comprehensive

   (2) It will be evaluated by comparison with the following:
      -District curriculum requirements and recommendations
      -State curriculum requirements and recommendations.
      -Current needs.
      -Other applicable data as agreed upon.

3. **Quantity**

In the growth of students and staff members, the amount of learning or accomplishment is of significant importance. An effective teacher or leader must be able to demonstrate quantitative as well as qualitative results.

(1) Quantity as it relates to students is the demonstration of achievement determined by applicable measurement, may include:
- -Baseline skill acquisition as appropriate and in relation to the student's historical achievement and projected expectations.
- -Criterion referenced tests as appropriate and in relation to the student's historical achievement and projected expectations.
- -Standardized tests as appropriate and in relation to the student's historical achievement and projected expectations.
- -Other demonstrations of achievement i.e., competition, awards, honors, etc.

(2) Quantity as it relates to extended responsibilities in the demonstration of accomplishment is determined by:
- -Comparison of pre-determined goals with end results.

4. **Professionality**

Professionality is maintaining the standard expected of a professional educator. It is observable in the appropriate use of the skills and tools of the profession and the continual effort to improve and learn.

(1) Professionality as it relates to instruction is observable in:
- -The use of reliable appraisals of students needs.
- -The use of appropriate approaches to meet the needs of individual students.
- -The use of effective instructional models or systems.
- -The use of appropriate test construction.
- -The use of tests that are appropriate to the instructional style and learner ability.
- -The use of grading that accurately reflects testing, achievement, participation, etc.
- -Use of appropriate motivational techniques.

(2) Professionality as it relates to extended responsibility is observable in:
- -The use of reliable and appropriate approaches, methods and evaluations.

(3) Professionality as it relates to self improvement is observed by learning improvement efforts, i.e., workshops, schooling, self-improvement projects.

(4) Professionality is determined by:
- -Examination of materials actually used.
- -Observation by administators, peers, outside professionals or others as agreed upon.
- -Evidence and/or documents.
- -Student evaluation.

5. **Ethicality**

Ethicality is a measurement of fairness, honesty and humanism.

(1) It is observable in relations with:
- -Students
- -Peers and staff personnel
- -School and district
- -Parents
- -Community and others outside the educational setting.

(2) It is observable in:
- -Fairness in the treatment of students and others.
- -Absence of favoritism, derogatory or belittling comments, deception or trickery.
- -Straight forward open communication
- -Clearly defined expectations
- -Honesty

(3) Ethicality is determined by observations and evaluation by:
  - -Self
  - -Administrators or supervisors
  - -Students

(4) Ethicality may be determined by observations and evaluations by:
  - -Peers
  - -Outside professionals
  - -Parents or community members

SELECTION PROCESS

Application Procedure

Individuals wishing to be placed on the career ladder at any level must do so by written application. That application must conform to the accepted or proposed job description and include supporting materials. An interview may be required.

Ladder-Committee

A committee composed of one central office administrator, one principal, two community patron and one teacher from each school will review each applicant. They will recommend to the superintendent, career ladder placement.

Appeal Procedure

All applicants have the right to appeal career ladder decisions. That process will include the following steps:

1. The appeal must be made in writing to the designated central office administrator.
2. It must be tendered within 10 working days of the applicants notification of the committee's decision.
3. It must state the career ladder level and/or position requested.
4. It must state reasons for the appeal.
5. It must make a recommendation as to the applicant's preferred solution.

After receiving the appeal information, the central office administrator (hearing officer), will interview the applicant to discuss stated concerns. He shall make one of two decisions: uphold the committee's recommendation or request reevaluation of the applicant. Should a reevaluation recommendation be made, the hearing officer will be required to submit to the committee, either in writing or in person, reasons for reconsideration. Should the hearing officer uphold the committee's recommendation, the applicant may appeal to the Morgan School Board Appeal Committee. This committee, composed of three board members, shall review all pertinent information. A personal interview may be required. The applicant has a right to address the board committee if desires. The board committee shall determine to uphold the career ladder committee's decision or instruct the career ladder committee to reconsider the application. The board committee directive will be the final step in the appeal process; their decision will be final.

Career Ladder Committee

The Career Ladder Committee shall be composed of:

--One central office administrator appointed by the superintendent
--One principal apppointed by the superintendent to serve for 1 year. This position will be rotated through all principals.
--Two community patrons appointed by the Board of Education to serve a two year term.
--One teacher from each school determined by the vote of teachers in that school upon application to that position.

Staff committee members will receive career ladder designation and be eligible to receive additional remuneration. The first appointments will be for one, two, and three year terms with all subsequent terms being three years.

COUNTY SCHOOL DISTRICT
CAREER LADDER APPLICATION

GENERAL INFORMATION

Name______________________________ Date__________________

Building______________________ Grade/Subject______________

AREA OF CONSIDERATION (Check as appropriate)

Level I

________Superior Performance

Level II

________Superior Performance
________Extended Days

Level III

________Superior Performance
________Extended Responsibility
    ________Curriculum Development
    ________Inservice Training
    ________General Needs
(Indicate Specific Information and/or Program)

____
____
____

Level IV

________Superior Performance
________Extended Responsibility
    ________Teacher Facilitation
    ________Instructional Improvement
    ________Curriculum Development and Improvement
    ________School Learning Enhancement
(Indicate Specific Information and/or Program)

____
____
____

Level V

________Superior Performance
________Extended Responsibility
    ________Teacher Facilitator
    ________Instructional Improvement
    ________Curriculum Development and Improvement
    ________School Learning Enhancement
    ________Indepth Instructional Commitment
    ________General Needs
(Indicate Specific Information and/or Program)

____
____
____

QUALIFICATIONS

Years of Experience: ______________ Other______________

Degree(s) ____

Certificates and Endorsements____________________________

____
Signature

On an additional sheet(s), please provide the following:

1. Specific experience as it relates to requested career ladder duties.
2. Specific education as it relates to requested career ladder duties.
3. Strengths in teaching skills, curriculum, leadership, working with students, and dealing with adults.
4. Evaluation criteria and process you would accept for your evaluation.
5. Additional awards, situations, information, etc., that may be helpful in determining ladder placement.